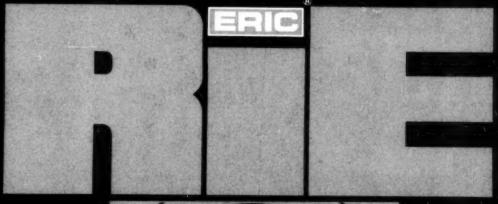
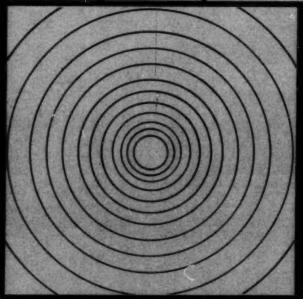
# Resources in Education

Special Announcement Research Analyzed to Determine What Works in Education (See Inside Front Cover)

**EDUCATIONAL RESOURCES** INFORMATION CENTER

> **APRIL 1986 VOLUME 21 • NUMBER 4**





ED 263 298-264 361

Office of Educational Research and Improvement

U.S. Department of Education

### SPECIAL ANNOUNCEMENTS

## Educational Research Distilled into Compendium of "What Works"

The Department of Education, Office of Educational Research and Improvement (OERI), has published a major new guide to educational research findings that are accurate, reliable, and non-controversial. Entitled What Works, the guide lists 41 research findings that can be put to practical use in helping children to learn. Displayed one to a page, each finding is clearly stated and briefly discussed. Major references which support the finding are also presented on the same page.

Up to 10 copies of What Works: Research About Teaching and Learning can be obtained free in original form from the Consumer Information Center, Pueblo, Colorado 81009, for as long as the supply lasts. Microfiche and reproduced paper copies can be obtained from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, VA 22304: MF \$.75, PC \$7.20. Please cite the ERIC accession number, ED-263 299, when ordering.

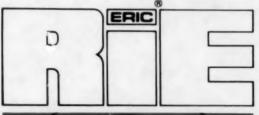
# ERIC Document Reproduction Service (EDRS) Changes Microfiche Type from Vesicular to Diazo

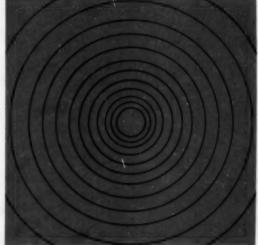
Beginning with the March 1986 issue of RIE (ED-262 152), EDRS will manufacture all ERIC microfiche on a diazo film base (rather than the former vesicular film base). Furthermore, microfiche will be furnished without envelopes, thereby reducing the cost of subscription microfiche to 7.7 cents per fiche. Shipping charges will be reduced about 30% due to the absence of envelopes.

Additional details on the advantages of diazo microfiche are available from EDRS upon request.

## RESOURCES IN EDUCATION

ED 263 298-264 361 April 1986 Volume 21 • Number 4





Resources in Education (RIE) is processed for printing by ORI, Inc., under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. Contents do not necessarily reflect official OERI policy.

Copies of RIE are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two Semiannual Indexes to RIE (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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#### Selected Acronyms

CH Clearinghouse

CIJE Current Index to Journals in Education

Comp. -

DHEW -Department of Health, Education, and Welfare

Ed.

Accession Number Prefix (ERIC Document)

Department of Education

**EDRS** ERIC Document Reproduction Service

Accession Number Prefix (ERIC Journal Article)

ERIC Educational Resources Information Center

**GPO** - Government Printing Office

MF Microfiche

NIE National Institute of Education

OE Office of Education

**OERI** - Office of Educational Research and Improvement

PC - Paper Copy

RIE - Resources in Education

SN Scope Note UF - Used For

#### Library of Congress Cataloging in Publication

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Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980-

(Continued on next card)

75-644211 AACR 2 MARC-S

76r8209r81stev

#### Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980one semiannual index issued for Jan.-June.

Continues: Research in education. Supt. of Docs. no.: HE 19.210:; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. United States. National Institute of Education. II. Educational Resources Information Center.

DNLM: 1. Education-abstracts. 2. Education-indexes. 3. Research

Support—directories. Z 5811 R432<sub>1</sub> Z5813.R4 016,370'78

75-644211 AACR 2 MARC-S

Library of Congress

[LB1028]

76r8209r81srev

#### Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

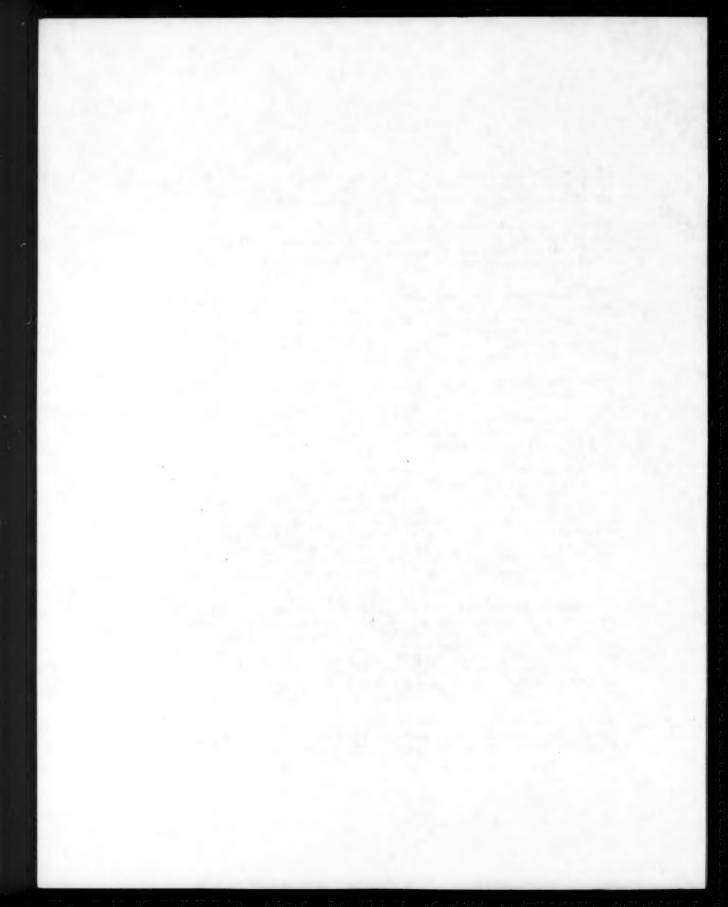
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: Resources in Education is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in Resources in Education, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in Resources in Education (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order RESOURCES IN EDUCATION."



## **HIGHLIGHTS Of Special Interest**

#### **ERIC Clearinghouse Publications**

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in Resources in Education and Current Index to Journals in Education, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents)	\$120.95 (includes postage)
1978	(211 documents)	\$ 43.45 (includes postage)
1979	(159 documents)	\$ 36.93 (includes postage)
1980	(176 documents)	\$ 39.05 (includes postage)
1981	(173 documents)	\$ 39.05 (includes postage)
1982	(181 documents)	\$ 39.05 (includes postage)

#### Citations (By Clearinghouse)

ED 264 059 RC 015 536

Payne, Milton R.
Using the Outdoors to Teach Science: A Resource
Guide for Elementary and Middle School Teachers.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 54p. EDRS Price - MF01/PC03 Plus Postage. Alternate Availability—ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 (\$5.50).

ED 264 063 RC 015 540 Rupne, Milton R. Using the Outdoors to Earlich the Teaching of Mathematics.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 71p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 (\$5.50).

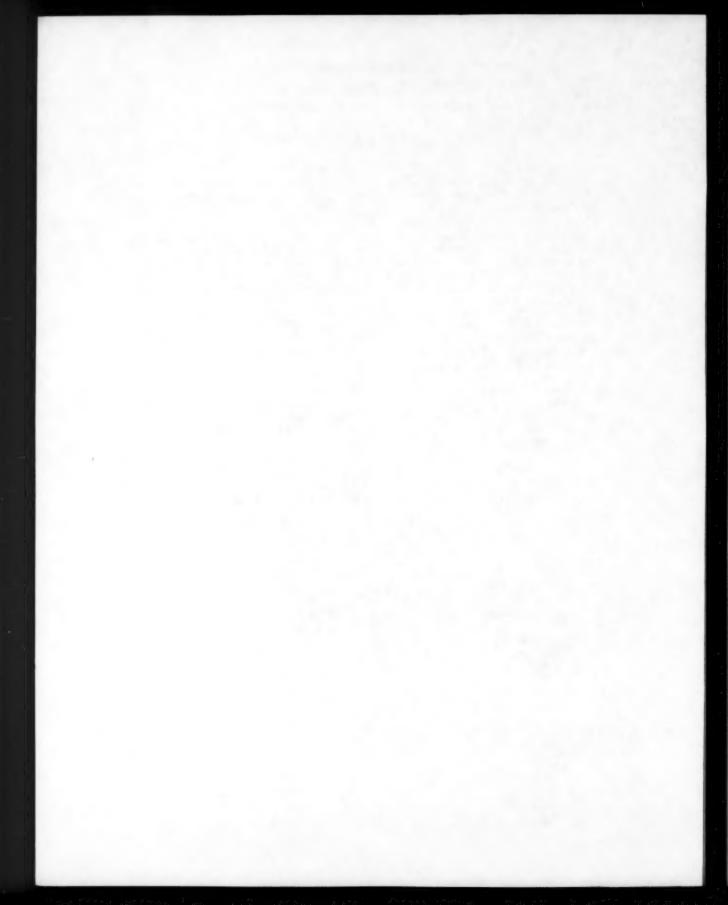
ED 264 192

Zimpher, Nancy L. Loadman, William E.

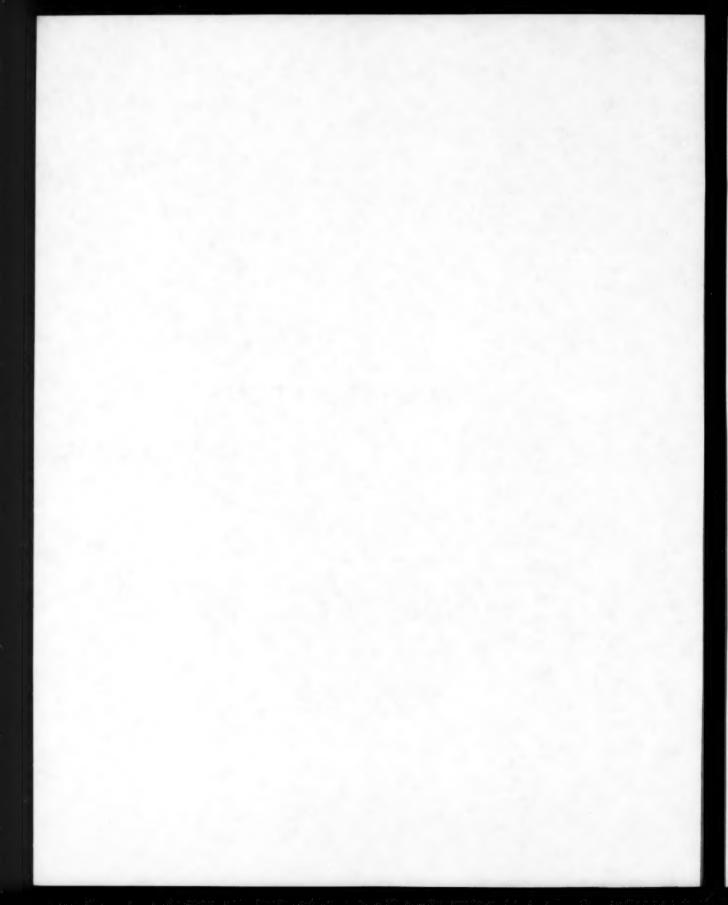
A Documentation and Assessment System for Student and Program Development. ERIC Teacher Education Monograph No. 3.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; 133p.

EDRS Price - MF01/PC06 Plus Postage. Alternate Availability—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC. 20036 (\$8.50 prepaid).



# **DOCUMENT SECTION**



#### Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA —ERIC Processing and Reference Facility	. 1	JC —Junior Colleges	98
CE-Adult, Career, and Vocational Education	. 1	PS - Elementary and Early Childhood Education	106
CG—Counseling and Personnel Services	. 24	RC—Rural Education and Small Schools	118
CS—Reading and Communication Skills	. 36	SE —Science, Mathematics, and	
EA —Educational Management	. 55	Environmental Education	124
EC—Handicapped and Gifted Children	62	SO—Social Studies/Social Science Education	133
FL —Languages and Linguistics	68	SP —Teacher Education	137
HE —Higher Education	76	TM—Tests, Measurement, and Evaluation	147
IR —Information Resources	89	UD—Urban Education	158

AA 001 144 ED 263 298 ces in Education (RIE). Vol.

ber 4. Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. In-

Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—Apr 86

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C 20402. On annual subscription, \$51.00 (Domestic), \$70.00 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage, P.C. Not Available from EDBS.

able from EDRS.

Descriptors—\*Abstracts, Catalogs, Education,
\*Educational Resources, \*Indexes, Resource Ma-

Identifiers—\*Resources in Education
Resources in Education (RIE) is a monthly a Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 263 299

AA 001 145

What Works. Research about Teaching and Learning.

Department of Education, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86

Note—90p.; Foreword by William J. Bennett, Secretary of Education. Introduction by Chester E. Finn, Jr., Assistant Secretary for Research and Improvement.

Improvement.
vailable from—Consumer Information Center,
Pueblo, CO 81009 (single copy free).

Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Evaluative (142)

(142)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—\*Academic Achievement, Back to
Basics, Classroom Techniques, \*Core Curriculum, Educational Improvement, Educational
Practices, Educational Principles, \*Educational
Research, Elementary Secondary Educational
Research, Elementary Secondary Education,
Family Role, \*Family School Relationship, Instructional Design, \*Instructional Improvement,
Learning Processes, Learning Strategies, Parent
Influence, School Effectiveness, Teacher Effectiveness, \*Teaching Methods
Identifiers—\*Excellence in Education, Instructional Effectiveness

tiveness, "Teaching Methods Identifiers—"Excellence in Education, Instructional Effectiveness Educational research studies conducted in recent years are distilled into 41 significant findings or conclusions that can be used as a practical guide for parents and teachers seeking those educational practices found to be most effective in helping children to learn. The 41 findings are displayed one to a page. Each page is organized into three parts: (1) the "research finding," stated succincity; (2) several paragraphs of "comment" elaborating on the finding; and (3) "references" to the major educational research studies that support the finding. The findings cover such topics as: reading to children, counting, early writing, developing talent, getting parents involved, phonics, science experiments, managing classroom time, tutoring, memorization, homework, school climate, discipline, effective principals, cultural literacy, foreign language, rigorous courses, exschool climate, discipline, effective principals, cul-tural literacy, foreign language, rigorous courses, ex-tracurricular activities, and preparation for work. The 41 findings are grouped under three major headings: Home (8 topics), Classroom (19 topics), and School (14 topics). This handbook represents a concerted effort to demonstrate that the educational process is susceptible to being understood and that research can reveal practical concepts that will im-prove that process. It is an attempt to supply clear, accurate, reliable, and non-controversial information to parents and educators on some of the most important everyday educational questions. (WTB)

CE 042 043 ED 263 300 al Education Sex Equity Report: Seco ary 1983.

Minnesota State Commission on the Economic Sta-tus of Women, St. Paul. Spons Agency—Minnesota State Dept. of Educa-tion, St. Paul. Pub Date—83

Note-32p.; For related documents, see CE 042

944-045. Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110) EDRS Price - MP01/PC02 Plus Postage.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agricultural Education, Allied
Health Occupations Education, Comparative
Analysis, Definitions, Disabilities, Disadvantaged, Distributive Education, Employment Paterms, Enrollment, \*Enrollment Trends, Equal
Education, Females, Followup Studies, High
School Graduates, Males, \*Nontraditional Occupations, Occupational Home Economics, Office
Occupations Education, Outcomes of Education,
\*Salary Wage Differentials, Secondary Education, \*Sex Fairness, Sex Role, \*Statewide Planning, Technical Education, Trade and Industrial
Education, \*Vocational Education, Vocational
Education Teachers Education Teachers Identifiers—\*Minnesota

Identifiers—"Minnesota
In 1982, females constituted 51.1 percent of those
students enrolled in secondary vocational education
courses in Minnesota; however, they accounted for
only 40 percent of those enrolled in area vocational-technical institutes. If vocational programs are
defined as being either segregated or integrated on
the basis of whether fewer or more than 80 percent
of the students enrolled in them belong to one sex,
then, in 1982, 47.1 percent of the state's secondary
vocational programs were segregated and 47.7 were vocational programs were segregated and 47.7 were integrated. The other 5.2 percent had enrollment patterns in which more than 80 percent of the enrollees were of the sea that is considered nontraditional for that particular occupational area. Followup data collected 1 year after the graduation of Minnesota's high school class of 1981 revealed of Minnesota's high school class of 1981 revealed that average earnings for male vocational graduates were \$4.45 per hour as compared with \$3.94 per hour for female vocational graduates. (This report contains discussions, graphs, and tables detailing enrollment patterns in special needs and general agricultural, distributive, health occupations, home economics, office occupations, technical, and trade and industrial education programs.) (MN)

ED 263 301 Vocational Education Sex Equity Report: Post-Secondary 1983.

Post-Secondary 1983.

Minnesota State Commission on the Economic Status of Women, St. Paul.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date—83
Note—44p.; For related documents, see CE 042
043-045.

043-045.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Agricultural Education, Allied

Descriptors—Agricultural Education, Allied Health Occupations Education, Comparative

Definitions, Disabilities, Disadvantaged, Distributive Education, Employment Pat-terns, Enrollment, \*Enrollment Trends, Equal Education, Expenditure per Student, Females, Followup Studies, High School Graduates, Males, Nontraditional Occupations, Occupational Home Economics, Office Occupations Education, Outcomes of Education, Postsecondary Education, "Salary Wage Differentials, "Sex Fairness, Sex Role, "Statewide Planning, Teacher Salaries, Technical Education, Tenure, Trade and Industrial Education, \*Vocational Education, Vo-cational Education Teachers

lentifiers—\*Minnesota
In 1982, females constituted 41.1 percent of those In 1982, remaies constituted 41.1 person to sus-students enrolled in postsecondary area vocation-al-technical institutions (AVTIs) in Minnesota; thus, the AVTI system has a lower percentage of female students than all other public postsecondary systems in the state. If vocational programs are de-fined as being either segregated or integrated on the basis of whether fewer or more than 80 percent of the students enrolled in them belong to one sex, then, in 1982, more than three-fourths of Minnesota's AVTI programs were segregated. The 3 years prior to 1981-1982 were not marked by very much change in enrollment patterns with respect to tradi-tional, nontraditional, and segregated vocational ed-ucation programs. Approximately two-thirds of female students were enrolled in health or business programs, whereas more than three-fourths of male students were enrolled in technical or trade and students were enrolled in technical or trade and industrial programs. Segregation also existed within program areas. Of the total budget for AVTI students, 35.8 percent was spent on female students and 64.2 percent was spent on male students. One-year followup data on graduates of postsecondary AVTI programs revealed significant differences and semination and terms. between the occupations and earnings patterns of males and females. (This report contains 14 tables.) (MN)

ED 263 302 CE 042 045 Vocational Education Sex Equity Report: Post-Secondary 1984, Minnesota State Commission on the Economic Sta-

tus of Women, St. Paul. Spons Agency—Minnesota State Dept. of Educa-tion, St. Paul.

Pub Date—84 Contract—41-SB-130/94-482

Note-45p.; For related documents, see CE 042 043-044.

Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Posta Descriptors—Agricultural Education, Allied Health Occupations Education, Comparative Analysis, Definitions, Disabilities, Disadvan-taged, Distributive Education, Employment Pat-terns, Earollment, "Earollment Trends, Equal Education, Expenditure per Student, Females, Followup Studies, High School Graduates, Males, Followup Studies, High School Graduates, Males, Wontraditional Occupations, Occupations, Occupational Home Economics, Office Occupations Education, Outcomes of Education, Postsecondary Education, "Salary Wage Differentials, "Sex Fairness, Sex Role, "Statewide Planning, Teacher Salaries, Technical Education, Tenure, Trade and Industrial Education, "Vocational Education, Vocational Education Teachers (Sentifern.— "Minnecotics")

Sentifiers—\*Minnesota
In 1982-1983, females constituted 40.5 percent of In 1982-1983, females constituted 40.5 percent of those students enrolled in postsecondary area vocational-technical institutions (AVTIs) in Minnesota. If vocational programs are defined as being either segregated or integrated on the basis of whether fewer or more than 80 percent of the students enrolled in them belong to one sex, then, in 1982-1983, 369 of Minnesota's 768 postsecondary AVTI programs were male-dominated, segregated courses and 201 were female-dominated, segregated courses in fact, 30 percent were either all-male or all-female programs. Approximately two-thirds of female students were enrolled in health or business programs, whereas more than three-fourths of male students were enrolled in technical or trade and industrial programs. Segregation also existed within students were enrolled in technical or trade and industrial programs. Segregation also existed within program areas. Although females accounted for 41 percent of AVTI enrollments, they received only 35 percent of program expenditures statewide. One-year followup data on graduates of postaecondary AVTI programs revealed that the average full-time salary for women was 59,792 compared with 511,536 for males. These figures represented a \$36 increase for females and a decrease of \$492 for men from the previous year. (This report contains 15 tables.) (MN)

ED 263 303 CE 042 242 letin Board Ideas for Health Occup

South Carolina State Dept. of Education, Columbia.
Office of Vocational Education.

Pub Date-85

Pub Date—85
Note—89.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF0L/PC04 Plus Postage.
Descriptors—\*Allied Health Occupations Education, \*Bulletin Boards, Check Lists, \*Employment Opportunities, \*Employment Qualifications, \*Health Occupations, Secondary Education, \*Educations, Secondary Educations, \*Employment Opportunities, \*Employme Education

A set of posters presenting 34 bulletin board ideas highlights allied health occupations. Posters focus on employment qualifications and opportunities, education for this field, and career ideals and sdvanrages. Illustrations are accompanied by suggestions regarding color schemes, textured materials, and objects that may be useful in adapting the ideas provided. (KM)

CE 042 415 Secretary's Awards for Outstanding Adult Basic Education Programs. 1985. Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Educa-

Pub Date—85
Note—24p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adult Basic Education, Adult Literacy, "Adult Programs, Basic Skills, "Daily Living Skills, Deafness, Demonstration Programs, "Engish (Second Language), "High School Equivalency Programs, "Literacy Education, Program Descriptions, School Community Relationship Descriptions, School Community Relationship Identifiers—\*General Educational Development

Profiles are provided for the outstanding adult ba-sic education (ABE) program in each of 10 regions. Each profile provides a brief background; discusses the program's focus(es); describes program activities, operation, and components; presents some figures on the population served; and provides the name, address, and telephone number of a contact person. These programs are included: Nashua (New Hampshire) Adult Learning Center ABE Program; Fair Law (New Jersey) ABE Program for the Deaf; Fairfax (Virginia) Adult Integrated Network (FAIN); ABE, Caldwell Community College and Technical Institute, Hudson, North Carolina; ABE-Lawrence Adult Center, Springfield, Illinois; Dona Ana Branch Community College—ABE, New Mexico State University, Las Cruces, New Mexico Caste University, Las Cruces, New Mexico Caste University, Las Cruces, New Mexico Caste University, Las Cruces, New Mexico Community College, Phoenia, Arizona; and Sitka (Alaska) Basic Education Program. (YLB) ties, operation, and components; presents some fig-

Bathurst, Leonard H. And Others
Presenting Lifelong Learning Opportunities
Instructional Television Fixed Service Chann
Pub Date—Nov 85

Note—45p.: Papers presented at the National Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).

vember 6-10, 1985).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Distance Education, "Educational
Television, "Lifelong Learning, Postsecondary
Education, Program Descriptions, Program Development, Telecommunications, Universities
Identifiers—"California State University Fresno,
"Instructional Television Fixed Service."

\*Instructional Television Fixed Service
These three papers explore ways to use television
for instructional purposes. "ITFS for Lifelong
Learning. The Development of a System" (Leonard J. Bathurst) provides a brief historical overview
of the background and some of the experiences at of the background and some of the experiences at California State University, Fresno, as an Instruc-California State University, Fresno, as an Instruc-tional Television Fixed Service (ITFS) system was developed. "Presenting Lifelong Learning Opportu-nities Via Instructional Television Fixed Service Channels. A National Resource" (Russ A. Hart) gives examples of existing and proposed ITFS sys-tems designed to offer lifelong learning opportuni-ties. "Instructional Television Fixed Services: The California State University" discusses the value and benefits of ITFS, especially as it is used at California State University. (YLB)

ED 263 306 CE 042 562

Palmer, Mary Kay Expressive Therapist Pub Date—Nov 85 ists in Long-Term Care Settings.

Note—20p.; Papers presented at the National Con-ference of the American Association for Adult and Continuing Education (Milwaukee, WI, No-vember 6-10, 1985).

vember 6-10, 1985).
Pub Type- Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Programs,
"Art Therapy, "Dance Therapy, Motivation,
"Music Therapy, Nursing Homes, "Older Adults,
"Residential Care, Residential Institutions, Therapeutic Recreation, Therapists apeutic Recreation, Therapists Identifiers—\*Expressive Therapy

Expressive therapists (in art, music, and dance) possess the techniques necessary for working with older adults who need assistance in making productive use of their leisure time. Therapeutic expressive activities for long-term care residents promote creativity, self-expression, communication, and under-standing of oneself. The purpose of the activities refers to the therapeutic process of the art making; reters to the therapeutic process of the art making, the person and the process become the most important aspect in therapy. In long-term care settings, expressive therapy is important as a means for residents' self-expression, mental stimulation, and social interaction. Progressive activity departments offer a variety of activities to meet residents' needs based on diagnoses. Motivating each resident indi-vidually to attend activities is vital when a resident lacks desire to continue his/her emotional or educational growth. The expressive therapist needs to (1) learn about the resident's background and special interests; (2) creste an atmosphere of warmth, con-cern, sociability, and interesting activities; (3) ex-plain the program and encourage questions; and (4) respect each resident's dignity, choice, and individual characteristics. (Appendixes contain four sample lesson/session plans.) (YLB)

CE 042 599 ED 263 307 Alex, Laszlo

Alex. Lazzio
Development Prospects of Vocational Training.
Pub Date—Sep 85
Note—18p.; Paper presented at the International
Seminar of the International Association of Educational and Vocational Guidance (Dubrovnik,

cational and Vocational Guidance (Dubrovnik, Yugoslavia, September 23-28, 1985). Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—"Apprenticeships, Economic Climate, Economic Factors, "Educational Demand, "Educational Needs, Educational Opportunities, Educational Practices, Educational Trends, "Foreign Countries, "Futures (of Society), Influences, Labor Market, Labor Needs, Needs Assessment, Postsecondary Education, Secondary Education, Technological Advancement, Trend Analysis, "Vocational Education

Technological Advancement, Trend Analysis, 

"Vocational Education
Identifiers—"West Germany
In the Federal Republic of Germany, apprenticeship is the preponderant form of vocational training.
The basis of the training is a private legal contract
between the trainer and the trainee. The practical
part of the training takes place in the training firm
from 3 to 4 days per week, and the theoretical part
takes place in a vocational school 1 or 2 days each from 50.5 days per week, and the incorrected part takes place in a vocational school 1 or 2 days each week. Economic, labor market, and technological development has a profound effect on both the de-mand for and the offer of work-related vocational training. The influence of technological advanceth on the occupational structure and on the ment both on the occupational structure and on the relative demands for certain types of jobs and levels of skill are already being felt in the workplace. The changes that are currently underway in the German economy and labor market are making it increas-ingly necessary that vocational training provide more (1) basic occupational education, such as that which has traditionally been the province of general education; (2) training in the areas of abstraction, thinking and planning skills, and cooperation; and (3) technical work-related training, perhaps in the form of vocational instruction by correspondence. It is particularly important that the latter be provided for vocational instructors and teachers. (MN)

ED 263 308 ctory of Adult Education Periodicals. Seve Revised Edition. — Repertoire des Periodi sur l'Education des Adultes. Septieme Edi Revisee. — Repertorio de Periodicos s Educacion de Adultos. Septiema Edi

United Nations Educational, Scientific, and Cul-tural Organization, Paris (France). Div. of Pri-mary Educ., Literacy & Adult Educ., Educ. in Rural Areas

Report No.—ED-85/WS/55 Pub Date—85

Note—154p; Supersedes ED 233 127.
Language—English; French; Spanish
Pub Type—Reference Materials - Directories/Cat-

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Adult Education, Adult Literacy, Continuing Education, Directories, Economic Development, \*Educational Research, \*Foreign Countries, Foreign Language Periodicals, \*International Educational Exchange, \*Literacy Education, Nonformal Education, \*Periodicals, Scholarly Journals, Womens Education Intended as a reference for persons seeking documentation on adult education, this directory provides a list of professional journals and newsletters—international, and national, and regional-appearing regularly and dealing either exclusively or substantially with information and activities relating to adult education. This seventh revised edition contains information about 209 periodicals. 17 international, 21 regional, and 171 national. The periodicals are grouped by these three categories. Regional periodicals are further divided into those from Africa, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean. National periodicals are arranged by countries, which appear in alphabetical order. Within each grouping periodicals are arranged alphabetically by title. These categories of information are provided for each periodical: complete title, translation of title, former title, languages, frequency of publication, place of publication, name and address of publisher, date of creation, indexing and abstracting coverage, subscription cost, subjects covered, types of contents, editor and editorial address, other language titles, and other information. Some of the listings appear in French or Spanish. An index by title is provided. (YLB)

CE 042 674

ED 263 309

Pedrax, Melvin J. Hoggard, David

A Saggested Computer Aided Drafting Curriculum (Dacum Based).

Pub Date—Dec 85

Note—25p; Paper presented at the Annual Conference of the American Vocational Education Association (Atlanta, GA, December 6-8, 1985).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MP01/PC91 Plas Postage.

Descriptors—\*Computer Oriented Programs, "Course Descriptions, Curriculum, Curriculum, Development, "Drafting, "Industrial Education, Job Analysis, "Job Skills, Occupational Information, Postsecondary Education, Technological Advancement Advancement

tion, Postsecondary Education, Technological Advancement Identifiers—\*Computer Assisted Drafting, DACUM Process
Computer-aided drawing can bring new technology into the drafting classroom. One approach to computer-aided drafting (CAD) involves use of a personal computer and purchased software. Existing school computers could be shared to reduce costs. Following this narrative introduction, a suggested curriculum for the teaching of CAD is presented in outline form. It encompasses specific, prioritized elements that can be adjusted to fit into an existing program or used to teach a full CAD program. The outline is based on the DACUM (Developing a Curriculum) process. The format of the suggested course of study is as follows: the information on the left is a prioritized list of necessary task statements and corresponding duties to be used in the curriculum development process, while the information on the right represents the derived curriculum elements necessary for the actual instruction of a computer drawing technician. Eighteen topics are introduction, hardware system operation, software, system operating modes, command operation, software, system operating modes, command entry methods, command processing, understanding data, text dimensioning, digitizing, three-dimensional database concepts, creating three-dimensional objects, cutting sections, organiz-

ing operational parameters, capabilities of entire system, identification and correction of system's problems, and professional development. (YLB)

ED 263 310 CE 042 688

Lucas, G. S. Volunteer obunteer Community-Based Organizations be-hind Walls: A Sensible Approach to the Adult Illiteracy Problem (An Evolutionary/Historical Review). Pub Date-

-Nov 85

Review).
Pub Date—Nov 85
Note—17p.
Pub Type—Information Analyses (070) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adult Basic Education, "Adult Literacy, "Adult Reading Programs, Adult Students, "Community Programs, "Correctional Education, Educational Change, Educational History, Educational Objectives, Educational Philosophy, Illiteracy, Prisoners, "Volunteers
The history of American prison education from 1650 to the present can be divided into five periods. Generally speaking, the education provided in prisons has been loose, fragmented, and essentially reflective of the prevailing local prison administration. Although the trend has been toward the adoption of a more enlightened view toward immates and toward the provision of more and better educational opportunities for them, the recent overcrowding and budget cuts facing America's prisons have threatened the progress that has been made in the area of prison education. One solution would be the development of community-based volunteer programs that would allow inmates to assist in the literacy education of their fellow inmates. A prototypical model of such a program is urgently needed. In addition, practitioners concerned with the issue of literacy education in America's prisons must take the following steps to establish a national network to exchange information and link their current efforts and practices:

make contact with state and federal departments of to establish a national network to exchange informa-tion and link their current efforts and practices: make contact with state and federal departments of corrections and related corrections organizations, identify key personnel within these departments who would be willing to share and exchange infor-mation, and propose a newsletter or publication to provide a forum for the exchange of ideas. (MN)

CE 042 709

ED 263 311

CE 042 709

de la Concha, Hector

Personality Plus. (Your Guide to Better Health
and Personal Development).

Pub Date—[85]

Note—45p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Adjustment

"Adult Basic Education, "Daily Living Skills,
Definitions, Eating Habits, Guidelines, Habit Formation, Health, "Hygiene, "Individual Development, Interpersonal Competence, Life Style,
"Nutrition, "Personality Development, Relaxation Training, Self Care Skills, Self Evaluation (Individuals)

ation Training, Self Care Skills, Self Evaluation (Individuals)
This manual is designed to acquaint individuals with basic principles of personal health, grooming, and personality development. Addressed in the individual chapters of the guide are the following topics: self-evaluation and completion of a personal inventory; proper diet and principles of maintaining a sound body; relaxation techniques; key words for survival; self-projection (grooming and health habits, ways of dressing, manner of speaking, speech recommendations, and the role of personal actions and deeds in self-projection); formulas for living: situations to avoid; and quotes to remember. A sum mary and evaluation form conclude the guide. Supstruations to avoic; and quotes to remember. A sum-mary and evaluation form conclude the guide. Sup-plementary sections to the manual include information on vitamins, correct weights for proper health, proper introductions, common etiquette, and speech patterns to avoid. (MN)

ED 263 312 CE 042 716

Program in Business Communication at the University of Texas at Austin. A Pre-Tast-Post-Test and Experimental-Control Group Analysis of the Personnel Department's Training.

Pub Date—Oct 85

Note—22p.; Paper presented at the Internation

Pub Date—Oct 35
Note—21p; Paper presented at the International
Convention of the Association for Business Communication (Chicago, IL, October 1985).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF61/PC01 Plus Postage.
Descriptors—Adult Education, \*Business Commu-

nication, Control Groups, \*Cost Effectiveness, Educational Research, Experimental Groups, \*Participant Satisfaction, Postsecondary Education, Pretests Posttests, Program Effectiveness, \*Program Evaluation, \*Skill Development, Staff Development, Student Evaluation, \*Transfer of Training

Training
A study used pretests/posttests and experimental/control groups to evaluate four business communication skills (BCS) programs conducted with employees at the University of Texas at Austin. Of 91 BCS participants, 86 were women and ages for all participants ranged from 20 to 61 years. Del Gaizo's four levels of evaluation (happiness index, learning index, practical application index, and bottom line index) were used as the basis for evaluating the program. Evaluation results indicated employees like the course. Analysis of pretest/posttest writing safarments, two in-class presentations, and case the course. Analysis of pretest/posttest writing assignments, two in-class presentations, and case
study dictation indicated that writing on job-related
tasks improved significantly, oral communication
skills improved 20 percent, and dictation skills improved. A posttest control group design was used to
assess use of newly learned skills on the job. Results
showed a significant difference in job responsibilities and jobs between those who participated in BCS
courses and those who did not. Measurement of
bottom-line effectiveness compared effects in efficient use of time, increased revisions completed,
increased responsibilities, and improved relation
ships with supervisors. Improvements were found in ships with supervisors. Improveme all areas. (YLB)

ED 263 313 CE 042 755

ED 263 313 CE 042 755
Bernow, Burt S.
The Education, Training, and Work Experience of
the Adult Labor Force from 1984 to 1995.
ICF, Inc., Washington, D.C.
Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.
Report No.—RR-85-10
Pub Date—Jun 85
Note—1029.

Pub Date—Jun 85
Note—102p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Adults, Career Education, Demography, \*Educational Attainment, Employment Projections, \*Putures (of Society), \*Job Training, \*Labor Force, Occupational Mobility, \*Work Ex-

This study describes the overall composition and characteristics of the adult labor force at present and over the next 10 years. Chapter 1 present and over the next 10 years. Chapter 1 presents and discusses the size, demographic composition, and employment characteristics of the adult/labor force. Chapter 2 provides a description and exchapter 2 provides a description and exchapter and the second of the second ployment characteristics of the adult/labor force. Chapter 2 provides a description and analysis of the educational attainment of adult labor force, includ-ing analysis of English fluency and functional liter-acy of the labor force. Chapter 3 is concerned with training available to the adult labor force. Chapter 4 examines the work experience of the adult labor force for various demographic groups. Chapter 5 presents evidence on the occupational mobility of the adult labor force. Chapter 6 presents projections of the size and composition of the labor force over the next 10 years, as well as preliminary projections the next 10 years, as well as preliminary projections of educational attainment. Four major conclusions are provided in chapter 7: most adults are able to are provided in chapter 7: most adults are able to obtain employment, but a significant number of individuals, concentrated among blacks and Hispanics, face serious unemployment problems; the adult labor force is not static in nature; adult training and education are concentrated among those already doing relatively well in the labor market; and the employment situation for the adult force is likely to improve. Three topics for policy considerations are suggested. Appendixes include the methodology used to project educational attainment and a three-page bibliography. (YLB)

Goldstein, Harold Fraser, Bryna Shore Training for Work in the Computer Age: How Workers Who Use Computers Get Their Train-

ing. National Commission for Employment Policy (DOL), Washington, D.C.
Report No.—RR-85-09
Pub Date—Jun 85

Pub Date—Jun 85
Note—116p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Computers, "Computer Science Education, Dislocated Workers, "Educational Needs, Educational Opportunities, "Educational Policy, Educational Practices, Employment Practices,

Futures (of Society), "Industrial Training, Interviews, Job Skills, "Job Training, National Surveys, Needs Assessment, On the Job Training, "Policy Formation, Postsecondary Education, Retraining, School Business Relationship, School Role, Secondary Education, Skill Development Data were collected on the training required by people who work with computers, and these data were then used as a basis from which to identify major issues that must be addressed by policymakers concerned with developing computer education and training programs. A total of 196 employers, supervisors, workers, professional societies, unions, supervisors, workers, professional societies, unions, schools, training institutions, and computer manufacturers were interviewed to determine what type facturers were interviewed to determine what type of training is needed and what type is actually being provided for workers in various occupations. As a result of these interviews, the researchers identified a number of policy issues pertaining to the following areas: the role of schools in computer education, provision of retraining for displaced workers, delivery of training by vendors, choices open to individuals in need of computer education and training, and excited training and the provision of the property of the provision of the provis as in need of computer education and training, and projected training needs for the future. (This study includes descriptions of 75 occupations requiring computer training and a statistical appendix that compares various bodies of statistics on employment in various computer-using occupations, as well as a six-page list of references.) (MN)

CE 042 758 ED 263 315

Calvert, Robert, Jr.

America's Other Educational System: Training Offered by Nonschool Organizations. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—85

Contract—433147500826

Contract - 33557.

Note-175p.
Pub Type- Reports - Research (143)
Pub Type- Reports - Prostage.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors - Adult Basic Education, \*Adult Education,

Descriptors - Community Education,

Page-1991. EDRS Price - MF01/PC07 Plus Pestage.
Descriptors—Adult Basic Education, \*Adult Education, \*Adult Education, \*Adult Programs, Community Education, \*Educational Opportunities, \*Educational Practices, \*Educational Trends, Extension Education, Industrial Education, Inplant Programs, Labor Education, National Surveys, Nonformal Education, Nonschool Educational Programs, Nontraditional Education, Postsecondary Education, Program Content, Program Descriptions, Religious Education, Veterans Education
A national study of training offered by nonschool organizations in the United States indicated that, in addition to schools and colleges, 28 other types of organizations offer training and education. The total number of persons served by traditional educational institutions in 1984 was around 80.4 million. In contrast, 151.5 million may receive training through

trast, 151.5 million may receive training through nonschool organizations each year. The two largest tutions (with 33 million individuals served) and emiutions (with 33 million individuals served) and employers. Business and industry are estimated as training 30 million persons, followed by 887,000 persons trained by the federal government, 900,000 by state governments, and 600,000 by local governments. In a recent year, military training in non-school settings was provided to 2,199,000 individuals. The education provided by libraries and museums is much more difficult to estimate. Much of the participation in continuing education, particularly in such fields as health care, may be the result of professional licensing requirements. (This report of professional licensing requirements. (This report includes descriptions of each of the 28 types of pro-viders of nonschool education identified, a 13-page bibliography, samples taken from 16 survey instru-ments that have been developed for use in obtaining data concerning education and training offerings, and a chart detailing the areas covered by each instrument.) (MN)

CE 042 760 and 200 310 comparison of Federal and Private Sector Pay and Benefits, Report to the Chairman, Subcommittee on Civil Service, Post Office, and General Services Committee on Government Affairs, United vices Committe States Senate.

General Accounting Office, Washington, D.C. Report No.—GAO/GGD-85-72 Pub Date—4 Sep 85

Note—29p. Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies-free; additional copies-\$3.25 bound, \$1.00 unbound).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage. Descriptors—Comparative Analysis, \*Compensa-tion (Remuneration), \*Fringe Benefits, \*Govern-ment Employees, Health Insurance, Income, Insurance, Leaves of Absence, Personnel Policy, Retirement Benefits. \*Salaries. \*Salary Wage Differentials, Vacations
Identifiers—\*Private Sector

A study compared the compensation packages of-fered to private sector and Federal white-collar em-ployees. The conclusions drawn in the study were based on data from previous and opening. pioyees. The conclusions drawn in the study were based on data from previous and ongoing research conducted by the General Accounting Office (GAO). Analysis of these data revealed that whereas the Employment Cost Index has shown a cumulative increase of 65.5 percent for the third quarter of 1977 through the last quarter of 1984, Pederal white-collar pay experienced a 44.5 present Pederal white-collar pay experienced a 44.5 percent cumulative increase. The civil service retirement system is the sole source of retirement income avail-able from employees hired before January 1984. Reable from employees hired before January 1984. Re-tirement programs for persons in the private sector, on the other hand, typically consist of three parts: social security, a pension plan, and a capital accu-mulation plan. Private sector employees typically pay a greater portion of their medical insurance than do Federal workers; however, they are also reim-bursed for a greater portion of their medical ex-penses as well. Private sector employees enjoy greater life insurance benefits than do Federal emyees. With respect to holidays and sick leave, the ployees. With respect to holidays and sick seave, the Federal employees generally have one less holiday each year, a more generous annual leave, and less available sick leave than do their private sector counterparts. (MN)

CE 042 765 ED 263 317 Lindquist, Jim Staff Develops ent in the Cooperative Extension Service. Pub Date—85

Note-20p.; Requirements for EDAO 962, Kansas

Note—20p.; Requirements for EDAO 962, Kansas State University.

Pub Type—Information Analyses (070) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Agricultural Education, \*Educational Needs, \*Extension Agents, \*Extension Education, \*Inservice Education, \*Job Skills, Literature Reviews, \*Staff Develop-

The Extension Committee on Organization and The Extension Committee on Organization and Policy's National Task Force on Cooperative Extension Inservice Training (1959) identified nine major areas of compentency considered important for all extension workers. It concluded that after the induction period, training for experienced workers should enlist the abilities of the participants themselves to a greater degree in a problem-solving approach. An examination of programs has indicated, however, that much of the inservice training for however, that much of the inservice training for experienced workers calls for mere absorption of information presented in talks or lectures. The available, though limited, research and material on extension inservice training seems to show that inservice training programs are primarily meeting the technical subject matter needs of agents but are not adequately addressing other identified competency needs. Studies that have assessed the perceived needs of extension agents and focused on the identified nine major areas of training have revealed that technical knowledge has consistently been ranked high. Agents' felt needs for training have also tended to reliate strongly to the competency ranked mgh. Agents lett neces for training nave also tended to relate strongly to the competency area of communication. The literature seems to indi-cate that quality inservice training programs in other competency areas beside technical subject matter competencies must be developed and offered to extension staff. (YLB)

CE 042 766 ED 263 318

ED 263 318

CE 042 766

Denton, Ray

An Overview of Research and Concerns Regarding
Post-Secondary Vocational Educator's Professional Preparation.

Pub Date—Aug 85

Note—20p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, \*Educational
Needs, Literature Reviews, Needs Assessment,
Postsecondary Education, \*Postsecondary Education as a Field of Study, \*Teacher Education,
Two Year Colleges, \*Vocational Education, \*Vocational Education Teachers
Recent reports, such as "A Nation at Risk," have

reinforced the fact that postsecondary-level vo tional educators must not only be experts in their chosen fields but must also be professional present-ers of the information of their fields of expertise. In the 1960s and early 1970s, persons preparing to teach in postsecondary-level vocational education programs could generally take up to 3 years to ac-quire 9 credit hours of education classes. Today, a typical requirement involves taking from 9 to 18 credit hours in education and attending a vocational seminar or conference. While this represents some provement in the state of teacher preparation, it is at best a very weak, if not token, approach. Stud-ies indicate that the problem is not so much one of ies indicate that the problem is not so much one or potential teachers not wanting to become good teachers, but rather one of a lack of opportunities to obtain adequate preparation and professional devel-opment. The literature on the professional prepara-tion of vocational education teachers includes erous surveys dealing with teachers' perceived numerous surveys ocating with teachers' perceived needs for pre- and inservice education, current cer-tification and licensing requirements, and the results of various attempts at assessing incoming teachers' abilities before they entered vocational education. These studies must be utilized and expanded upon. (MN)

CE 042 768 ED 263 319 La Barre, Allan A.

nts: A Review of the Literature.

Veterans as Stud Pub Date—[85]

Note—12p.
Note—12p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Adult Education, Federal

Descriptors—Adult Education, Federal Aid,
"Higher Education, Literature Reviews, "Student
Characteristics, Student Financial Aid, Training
Allowances, "Veterans, "Veterans Education

Identifiers-\*G I Bill

The literature reviewed in this paper depicts the The iterature reviewed in this paper depicts the veteran as an older student who performs better academically than the nonveteran. This is accom-plished despite lower aptitude scores and a lower high school percentile rank. The veteran is career-oriented, committed to the educational proobtained. The veteran works either full- or part-time to supplement income from the G.I. Bill. Veterans enroll in public, state-supported schools with lower tuition costs and a greater variety of courses. The veteran tends to be more interested in business courses with a more direct application and immediate return. The veteran, who may be only slightly older than the nonveteran, has the advantage of considerable work experience in the Armed Forces. This work experience may make the veteran eligible for advanced academic standing through nontraditional credit earned in the Armed Forces. A heightened sense of self-esteem, brought about through experience and military training, combined with financial assistance (G.I. Bill) creates a strong desire manciai assistance (U.I. Bill) creates a strong desire to succeed. More research is needed in comparing the veteran to the adult student because of a great similarity between the two. Attitudes toward learn-ing and sense of self-esteem should be compared.

ED 263 320 CE 042 772 ED 203 340 Strugnell. Ray Lanking Schools and Colleges. Mapping and Reviewing Local Provision at 16-19. Further Education Unit, Londom (England). Report No.—ISBN-0-946469-74-1 Pub Date—Sep 85

Note—88p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Administrator Attitudes, \*Adult Ed-

escriptors—Administrator Attitudes, "Adult Ed-ucation, "Articulation (Education), Change Strat-egies, Cooperative Planning, "Coordination, "Delivery Systems, Educational Cooperation, Ed-ucational Needs, Educational Opportunities, Ed-ucational Planning, Educational Practices, Feasibility Studies, Foreign Countries, "Linking Agents, Models, National Surveys, Needs Assess-ment, Networks, Pilot Projects, Postsecondary Education, Program Improvement, Publicity. Education, Program Improvement, Publicity, Questionnaires, School Districts, Secondary Ed-ucation, Student Attitudes, Teacher Attitudes

ucation, Student Attitudes, Teacher Attitudes Identifiers—Evaluation Research, Great Britain In 1982, a model was proposed for linking the services provided to 16-to 19-year-olds in Great Britain by local education authorities (LEAs), achools, and colleges. A study examined the operation of this model ir the Oxfordshire LEA. The full-time educational opportunities available in the

LEA were described and mapped. Next, of 1,419 persons in the district sampled, 233 fifth-formers completed questionnaires designed to ascertain their attitudes and aspirations; staff in educational institutions in the district were interviewed. After concluding that the 1982 model was restrictive and too demanding, the researcher suggested a new three-tier model. The first tier is a simple map overview, the second is an outline of individual courses, and the third is in the form of a detailed courses, and the third is in the form of a detailed courses, and the third is in the form of a detailed forwhart outlining the publicity recommended to promote the three-tier system was formulated. (Appendixes to this report include the survey instruments and supplementary data from the survey.) (MN)

ED 263 321

Supporting TVEI. FE and the Development of Technical and Vocational Curricula. Further Education Unit, London (England); School Curriculum Development Committee, London

(England). Report No.—ISBN-0-946469-34-2 Pub Date—Sep 85

Report No.—ISBN-0-946469-34-2
Pub Date—Sep 85
Note—103p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postaga.
Descriptors—Accreditation (Institutions), Agency Cooperation, Articulation (Education), Behavioral Objectives, Career Counseling, Career Guidance, Case Studies, College Role, "Core Curriculum, Counseling Techniques, "Curriculum Development, "Educational Benefits, Educational Opportunities, Foreign Countries, Guidelines, "Job Training, Postsecondary Education, Frogram Content, Secondary Education, Staff Development, Student Attitudes, Student Evaluation, Student Needs, "Technical Education, Two Year Colleges, "Vocational Education Initiative The International Education Initiative Tris publication is primarily intended to persuade Further Education (FE) colleges in Great Britain to support and become involved in Technical and Vocational Education Initiative (TVEI) schemes. (Formulated in 1982, TVEI represents a major proposal to shift the curricular emphasis for the 14-18 age group toward a more work-oriented philosophy.) The introduction to the guide traces the development and outlines the major objectives and components of TVEI. The remaining chapters of the main body of the guide deal with the following topics: plans for a 4-year framework; the nature of the curriculum; guidance, counseling, and assessment; accreditation; special learning needs; evaluation and review; and staff development. The first three appendixes outline TVEI aims and criteria, curricular examples, and program offerings as they compare to other options available for 14- to 18-year-olds. The pendixes outline TVEI aims and criteris, curricular examples, and program offerings as they compare to other options available for 14- to 18-year-olds. The fourth appendix includes case studies highlighting the following topics: student perceptions of TVEI; TVEI across the ability range; guidance, counseling, and assessment; ways of bringing institutions together; community validation in TVEI; interagency cooperation; and TVEI staff development. The remaining three appendixes include a bibliography, glossary of abbreviations, and list of study group members. (MN)

CE 042 774 Bragg, Debra D. Miller, Aaron J.
Teacher Retraining and Directed Exchan
(T.R.A.D.E.): Pilot Project Documentation as

Evaluation.

Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—Jun 85

Note—87p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Education Work Relationship, High Schools, Inservice Teacher Education, Post-secondary Education, "Program Effectiveness,"
Program Implementation, "School Business Relationship, "Teacher Exchange Programs, Teacher Improvement, "Technological Advancement, "Vocational Schools, Work Experience Programs, Vocational Schools, Work Experience Programs.

ment, "Vocational Schools,
Programs
Identifiers—Ohio, Project TRADE
The Teacher Retraining and Directed Exchange
(TRADE) project was conducted during the
1984-85 school year at five vocational schools in
Ohio. During this period, a total of six teacher-employee exchanges were conducted with large and
small businesses and industries. An evaluation of

the project showed that, generally, the cost of implementing Project TRADE was low. Benefits were described by project participants for teachers, students, industry employees, and schools. Usually, these benefits were related to the attitudes, knowledge, and skills of employees, teachers, and students. The evaluation suggested that complete agreement by the business/industry (B/I) employee was necessary for success. The study also found that although some preservice teacher training was provided for B/I exchange employees, almost all indicated more preservice training time should be given. Teachers who participated in Project TRADE experienced a range of "hands-on" experiences and observations and learned about the latest technology used in their teaching areas. All of the teachers indicated after participating in TRADE that they were confident in their ability to teach about new technical equipment and processes. Recommendations were made for teacher selection, preservice education for exchange employees, selection of B/I employees, Ohio State Department of Education guidelines, goals clarification, information dissemination, and administration of the project. (KC)

ED 263 323 CE 042 775

Kates, Donna Personal Clothing Management. Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instruc-tional Materials Center. Pub Date-85

Pub Date—85 Note—348p.; Document printed on colored paper. Available from—Curriculum and Instructional Ma-terials Center, Oklahoma State Board of Voca-tional and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (In-state: \$5.00; out-of-state: \$13.00).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, Children, \*Clothing, \*Clothing Instruction, High Schools, \*Home Economics, Learning Activities, Lesson Plans, Occupational Home Economics, Post-secondary Education, Self Care Skills, \*Sewing Instruction, State Curriculum Guides, Test Items, Units of Study Identifiers—\*Oklahoma
This curriculum guide is designed to help Oklahoma teachers of students in the 11th and 12th grades and of adult students to teach clothing management. The instructional materials in the guide

grades and of adult students to teach clothing mangement. The instructional materials in the guide were developed for use in a one-semester vocational home economics program. The guide contains six units that focus on the following subjects: wardrobe planning, stretching the clothing dollar, clothing care and maintenance, children's clothing, construction techniques, and altering ready-to-wear. Each unit contains some or all of the following compensate, performance objectives, suscessed, activiponents: performance objectives, suggested activi-ties for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. The format of the units follows a standard-ized vocational education curriculum format estab-lished for Oklahoma in 1970. (KC)

CE 042 777
Miller, Aaron J. Bragg. Debra D.
Preparing Ohio's Youth through Occupational
Work Adjustment and Occupational Work Experience Programs: Prospects for the Future.
Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—85
Note—1125. CE 042 777 ED 263 324

Pub Date—85
Note—112p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Career Education, Comparative
Analysis, \*Disadvantaged, Educational Strategies, Elementary Secondary Educational Strategies, Elementary Secondary Education, Instructor Coordinators, Interviews, National Surveys, \*Program Administration, Program Effectiveness, Questionnaires, State Boards of Education, State Standards, State Surveys, \*Statewide Planning, Tables (Data), \*Teacher Certification, \*Vocational Adjustment, \*Work Experience Programs

grams
Identifiers—Occupational Work Adjustment Proidentifiers—Occupational Work Adjustment Fro-gram, Occupational Work Experience Program, \*Ohio, Special Needs Students A study undertaken to aid administrators in con-sidering program alternatives for administering Oc-

cupational Work Adjustment (OWA) and Occupa-tional Work Experience (OWE) programs in Ohio examined the Ohio Department of Education's cer-tification of OWA and OWE teachers in light of the examined the Ohio Department of Education's certification of OWA and OWE teachers in light of the state's new minimum standards for elementary and secondary schools. The study entailed the following data collection procedures: a literature review, a telephone survey of administrators in 19 States, surveys and small-group interviews with 56 OWA and OWE coordinators throughout Ohio, and analysis of followup data on OWA and OWE program completers. Data from these sources indicated that the current OWE and OWA programs must reexamine and modify their program-scheduling and teacher certification practices if they are to meet the new standards. In the future, programs should be approved as educational options at the local level, reduce time requirements for related classwork, and implement a new teacher education option for certifying teacher coordinators to teach basic academic courses for credit. (This report includes 19 tables, the student characteristics and teaching method survey instruments, the telephone survey interview schedule, and a ranking of teaching competencies.) (MN)

ED 263 325 CE 042 778 Low High School Industrial Arts Curriculum
Project, Report on Year One of Phase II.

Des Moines Public Schools, Iowa; Iowa State Univ.
of Science and Technology, Ames.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines
Public Instruction, Des Moines.

Pub Date—[84]
Note—428p.; For a related document, see ED 224
904. Sponsored by the lowa Industrial Arts
CADRE.

CADRE.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC18 Plus Pestage.
Descriptors—"Curriculum Development, Educational Resources, Energy Conservation, Evaluation Methods, "Graphic Arts, High Schools, "Industrial Arts, Instructional Materials, Learning Activities, "Learning Modules, Lesson Plans, "Manufacturing, Material Development, "Power Technology, State Curriculum Guides, State Programs, Statewide Planning, Test Items Identifiers—"lows, Iowa High School Curriculum Project

Identifiers—\*Iowa, Iowa High School Curriculum Project
Phase II of the Iowa High School Industrial Arts project sought to revise industrial arts content to include the infusion of new technologies, structured mathematics and science content, and a less project-oriented approach to teaching. The project identified a philosophical basis and a content structure; set priorities for development and delivery of content; identified and prepared delivery vehicles; and evaluated the vehicles, the philosophical basis, and the content structure. During the first year of Phase II, the philosophical basis, the content structure, and the content priorities were generated; the other areas will be worked on during the next two years. The products chosen were a group of modules representing each of the major content areas and a curriculum guide designed to communicate the philosophical basis and the content structure. This document contains the project report and extensive appendixes that contain lists of planning members, fall conference and meeting reports, evaluation procedures, a project personnel chart, a sample of a test item bank, a list of workshop participants, and three modules. These modules, which make up a large part of the document, cover graphic communications, energy and power, and manufacturing. Each module consists of a rationale, objectives, sources of information, and detailed lesson plans for each unit. (KC)

ED 263 326 CE 042 780 CE 042 780
Three-Year Longitudinal Follow-up Study of Wisconsin VTAE Graduates of 1980-81. Report of Data from Twelve VTAE Districts. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

and Adult Education, Madison.

Pub Date—85

Note—29p.; Several tables use small print.

Pub Type— Reports - Research (143)

EDRS Price - MF0L/PCQ Plus Postage.

Descriptors—Career Development, \*Educational Attitudes, Education Work Relationship, \*Employment Level, Followup Studies, Graduate, Graduate Surveys, \*Outcomes of Education, Postsecondary Education, Program Effectiveness, Secondary Education, State Programs, \*Technical Education, Two Year Colleges, \*Vocational

Educacion, Vocational Pollorup entifiers—Wisconsin Vocation Vocational Adult Ed Districts

Adult Ed Districts

A three-year longitudinal followup mail survey of
the 1980-81 graduates of 12 cooperating districts of
the Wisconsin Vocational, Technical, and Adult Education (VTAE) was conducted beginning in the
summer of 1984. The purpose of the survey was to
determine and analyze changes in selected circumstances that may have occurred over the three-year
period. The study found that although changes occurred in employment status for many persons, with period. The study found that authough changes oc-curred in employment status for many persons, with few exceptions, there were only slight differences in total aggregate data between the six-month and the three-year survey. There was a noticeable increase in average monthly salaries over the three-year per-iod. Some of the major conclusions were the following: (1) the percent of graduates in the labor force increased from 89 percent at the six-month survey to 93 percent at the three-year survey; (2) the num-ber of graduates employed in fields related to trainber of graduates employed in fields related to training declined alightly over the three-year period from 83 percent to 78 percent, while the rate of those employed in unrelated fields increased correspondingly; (3) about a third of those unemployed in 1981; (4) average monthly salaries increased by 20 to 40 percent over the three-year period; (5) 40 percent of the respondents had taken additional career-related courses, and 13 percent had obtained another educational degree or diploma or certification in business or industry; (6) the former graduates had averaged almost two ichs the former graduates had averaged almost two job and one promotion over the three-year period; and (7) most of the graduates thought that vocation-(r) must of the granulars inought into vocation-al-technical education was important to their begin-ning careers and would recommend it to their friends. (The report contains numerous tables of sta-tistics gathered during the survey.) (KC)

ED 263 327

Hoggard, David Pedras, Melvin J.
Utilizing the DACUM Process in the Development of a CAD Curriculum.
Pub Date—Dec 85

Note—14p.; Paper presented at the American Vo-cational Association Convention (Atlanta, GA, December 6-8, 1985). For a related document, see

December 6-8, 1985). For a related document, see CE 042 674. Document printed on gray paper. Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Descriptors— \*Competency Based Education, Computer Oriented Programs, \*Curriculum De-velopment, \*Drafting, \*Industrial Education, \*Job Analysis, Job Stills, Occupational Informa-tion, Postsecondary Education, Two Year Col-

Assisted

\*DACUM Process
Originally created in the late 1960s, DACUM
(Developing a Curriculum) is a method for conduct-(Developing a Curriculum) is a method for conducting an occupational analysis that identifies the tasks that must be performed by persons employed in a specific job or occupational area. As a result of the occupational analysis, a profile chart is developed that identifies the duties and tasks associated with the occupational gnalyzed. The process involves use of a group of expert workers from the occupational area who are guided through a brain-storming session to reach consensus on the skills required for successful workers in that occupation.

The DACUM process is quick (two to three dava). required for successful workers in that occupation. The DACUM process is quick (two to three days), inexpensive (\$500 to \$1,000) in comparison to traditional occupational analysis, and has excellent public relations value. The competency profile can be used in development of competency-based instructional programs. Clark County Community College used the DACUM process to develop a computer-assisted drafting (CAD) program. A panel representing supervision and workers/technicians was established. This panel modified a description of a CAD technician and identified the duties and appropriate tasks. These duty and task duties and appropriate tasks. These duty and task statements were organized in a logical sequence (profile chart). (The CAD profile chart is ap-pended.) (YLB)

ED 263 328 CE 042 785 Love, Linda J. Love, Linda J.

Learning Together: A Handbook for Tesching
Adults with Learning Disabilities.

Malaspina Coll., Nanaimo (British Columbia).

Spons Agency—British Columbia Dept. of Education, Victoria. Post-Secondary Dept.

Pub Date-85

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01/PC04 Plus Postage. Descriptors—Academic Failure, \*Adults, Cogni

DRS Price - MFUL/FOR THE Condition of the Style, Diagnostic Teaching, Educational Diagnostic Educational Needs, Educational October 1988 (Childians Childians Children Ch tive Style, Diagnostic Teaching, Educational Diagnosis, Educational Needs, "Educational Resources, Exceptional Persons, Guidelines, Learning Modalities, Learning Processes, "Learning Modalities, Learning Processes, "Learning Strategies, Postsecondary Education, Services, "Teaching Methods, Vocational Education Identifiers—"British Columbia

This handbook addresses the needs of post-

secondary instructors who work with students with learning disabilities. The information in the handlearning disabilities. The information in the hand-book is gathered from sources throughout Canada and the United States. It is intended to lead instruc-tors toward a greater understanding of the educa-tional needs of students with learning disabilities. The handbook is divided into three sections, fol-lowed by a bibliography. Section 1 helps the instru-tor better understand students with learning disabilities and introduces some of the problems faced by adults with learning disabilities. These prob-lems are illustrated by four case histories. Section 2 lems are illustrated by four case histories. Section provides support suggestions and takes the instruc-tor through the steps of identifying problems and helping students who have learning disabilities cope netping students who have rearring unautities cope with postsecondary classes and instructors, and is followed by a five-page bibliography of resources grouped by subject. (KC)

ED 263 329 CE 042 786

Jensen, Delores

Resource Book for Vocational Programs for Mentally Handicapped Adults. Bassing/Pot Washing and Garden Assistant Courses.

Okanagan Coll., Kelowan (British Columbia).

Spons Agency—British Columbia Dept. of Education, Victoria. Post-Secondary Dept.

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01/PC11 Plus Postage.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Basic Education, Adults, Behavioral Objectives, Check Lists, Competency Based Education, Course Content, "Dishwashing, Educational Resources, "Employment Potential, Evaluation Methods, Exceptional Persons, "Food Service, Foreign Countries, "Grounds Keepers, Hygiene, "Job Skills, Learning Activities, "Mental Retardation, Special Education, State Curriculum Guides, Student Evaluation, Units of Study, Vocational Education. Vocational Education ntifiers-British Columbia

This curriculum was prepared to help teachers of mentally handicapped adults teach basic work skills and skills for bussing/pot washing or gardening as-sistant's jobs. The first sections of the curriculum guide cover the curriculum features, admission requirements, the pre-employment component, com-munications, personal care, number concepts, and basic work skills and knowledge. The sections in the second part of the guide provide course materials for a course on bussing / pot washing. Included are com-petencies, job activities, teaching methods with course content matched to performance criteria, ex-perience/resources and evaluation methods. The perience/resources and evaluation memods. Interest sections of the guide contain the same kinds of materials for a course on gardening assistants. The final section of the guide provides evaluation criteria for both courses. Samples of learning contracts also are included in the publication. (KC)

ED 263 350 CE 042 787
McLaughlin, Katherine
Curriculum Guidelines for Post Basic Nursing
Education Programs.
Spons Agency—British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
Report No.—ISBN-0-7726-0320-0
Pub Date—85

Note-124p.

Note—124p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—"Clinical Experience, "Course Content, "Course Organization, "Curriculum Development, "Educational Resources, Foreign Countries, Guidelines, "Nursing Education, Post-secondary Education, Program Development, State Curriculum Guides

Identifiers—"British Columbia

This report presents guidelines that can be used in the development of post basic clinical nursing pro-

the development of post basic clinical nursing programs in British Columbia. It is presented in four sections. The first section contains the curriculum guidelines, preceded by an outline of the perspective

from which they were developed. The second section is devoted to a presentation of some of the issues that are associated with the current and future development of post basic clinical nursing programs. The third section contains the interim report that was prepared at the conclusion of the first phase of this project. (This first phase involved a literature review related to nursing theory, curriculum development in nursing, post basic nursing education programs and clinical competence, and a review of 17 post basic clinical specialty programs.) The fourth section of the report contains: (1) a selected bibliography of references to books and articles concerned with nursing theory, nursing education, curriculum development, and related subjects; (2) program reviews from a number of colleges; and (3) an overview of post basic programs. (KC)

ED 263 331 CE 042 789 Colardyn, Danielle White, Kathleen M. Learning Process and Vocational Experience At-

Pub Date-Aug 85 ote—31p; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1985). Research supported by the French Ministry of Vocational Education.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage. Descriptors—\*Academic Education, \*Cognitive

From a search of (mostly French) literature, a rrom a search of (mostly French) literature, a hypothesis was formulated that students with both academic training and work experience would solve a practical learning problem more easily than stu-dents with academic learning only. A study was conducted at the Conservatoire National des Arts et Metiers in Paris to test this hypothesis. Two groups, 16- to 18-year-old and 18- to 21-year-old students with academic education only and similar-aged stuwith academic education only and similar-aged students in a program of study and vocational work experience, were selected for the experiment. However, almost half of the 16- to 18-year-old work experience group refused to participate, so data were gathered only from the two subgroups of 18-to 21-year-olds. To test the hypothesis, the researchers constructed an electric schema prob-lem-solving task. From a written description of how a washing machine works, subjects were asked to locate the different components and establish the relationships among them. Two tests were given to the groups—at the start of the program and after two weeks of academic study or work experience. The work experience group did not do a better job of integrating knowledge and practical problem-solv-ing processes. In fact, the academic knowledge-only group did better on both tests. Possible explanations for these results were that the two-week time period was not long enough for work experience students to integrate both academic and practical problem-solving approaches, or that students in tradi-tional education continued their use of logic to solve the problem. Further research was suggested in the area of the acquisition of practical experience and its effects on the thinking process. A four-page bibliography and three figures conclude the paper. (KC)

Adult Basic Education: Employment Preparation
Curriculum Guide.
British Columbia Dept. of Education, Victoria.

Post-Secondary Dept. eport No.—ISBN-0-7726-0253-0 Report No.—1 Pub Date—85

ruo Date—85 Note—232p. Available from—Ministry of Education; Publication Services Branch, 878 Viewfield Road, Victoria, BC V9A 4VI (Order No. VA0053-\$10.00,

plus 10% shipping).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Adult Basic Education, Adult Learning, Andragogy, Articulation (Education), Course Content, Course Organization, "Curriculum Development, "Daily Living Skills, Educational Resources, "Employment Potential, Entry Workers, Foreign Countries, Job Search Methods, "Dob Skills, "Problem Solving, State Curriculum Guides, Student Evaluation, Units of Study Identifiers—"British Columbia

This curriculum guide was developed in British Columbia for four purposes: (1) to define a contemporary perspective on employment preparation education; (2) to present an array of learning topics, with sample tasks and resources for instruction; (3) to present a flexible structure for course design; and (4) to provide administrators, coordinators, and instructors with a framework and terminology that will enable them to coordinate and articulate. will enable them to coordinate and articulate courses and to define curriculum development courses and to define curriculum development needs. The curriculum focuses solely on personal problem-solving and employment preparation skills. The curriculum guide is organized in six parts. The first part explains the purpose of the guide and scope of the curriculum, while the second part focuses on curriculum design. Parts III and IV present sample employment readiness skills units and life skills units. In the fifth unit, approaches to learning and instruction of adults are discussed. The final unit lists selected resources, including instructional resources in print and sudiovisual formats, tests and inventories, periodicals, professional references. inventories, periodicals, profes and publishers' addresses. (KC)

ED 263 333 CE 042 792 Rusnell, Dale

Rusnell, Date
Continuing Education Evaluation Manual for
School Districts of British Columbia.
Spons Agency—British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
Report No.—ISBN-0-7726-0311-1
Pub Date—85

-229p.; Several sections are printed on col-

Pub Date—85
Note—229p.; Several sections are printed on colored paper.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/PC10 Plus Postage.
Descriptors—°Continuing Education, Educational Change, Educational Improvement, \*Evaluation Methods, Foreign Countries, Guidelines, Planning, \*Program Evaluation, \*School Districts, °Self Evaluation (Groups)
Identifiers—\*British Columbia
This manual outlines a process for evaluating continuing education divisions within the public school districts of British Columbia. Its purpose is to assist local personnel to plan and conduct evaluations within their own districts. Guidelines and suggestions are included for each group associated with the evaluation. In some cases, sample documents are included for cach group associated with the evaluation. Section I is an introduction. Section II cutlines administrative issues and explains the roles and duties of various people connected with the project. Section III explains each step of the internal assessment, including planning, information collection, information analysis, and writing of the internal assessment report. Duties of the External Review Team are described in Section IV. Section V explains followup activities for implementing the recommendations. Section V includes ample evaluation forms and project documents, including a tample community profile and sample survey forms. (YLB)

ED 263 334 CE 042 793
Cassidy, Maureen Cassidy, Frank
Community Resource Development. A Community
Education Guidebook.
Spons Agency—British Columbia Dept. of Education, Victoria.

Bub Development CE 042 793

Pub Date-85

Pub Date—85
Note—105p.; Prepared by C&C Consulting. Prepared also for the Richmond School District.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—"Community Education, "Community Resources, "Continuing Education, "Educational Finance, "Financial Support, Foreign
Covarries Guidelines tional Finance, \*Financial Support, Foreign Countries, Guidelines Identifiers—British Columbia, \*Community Re-

Identifiers—British Columbia, \*Community Re-source Development. This book is intended as a practical guidebook for those involved in continuing education, in particu-lar, and for the boards and staff of nonprofit organi-zations and community groups, in general. It is designed to show these individuals how to develop community resources when additional support is needed for community education. Specific guide-lines are included on the processes and techniques necessary to gain additional support from other agencies and groups for community education necessary to gan admittonal support from other agencies and groups for community education projects in British Columbia. Chapter 1 discusses community resource development. The next five chapters cover these aspects: (1) organizing for community resource development, (2) developing a project, (3) finding where the resources are, (4) constructing a proposal asking for support, and (5) receiving support. Additional titles to read or places to write for more detail on the topics are recommended. Canadian sources are used wherever possible; American sources (general works) are included, where appropriate. Illustrative charts and an index are provided. (YLB)

ED 263 335

Le Baron, Beth And Others

Community Renewal. Experiences from the Field.

An Adult Educator's Resource Kit. 2nd Edition.

British Columbia Dept. of Education, Victoria.

Post-Secondary Dept.

Pub Date—Jun 85

Note—104p.

Available from—Community Initiatives Publications, 2832 West 36th Avenue, Vancouver, British Columbia V6N 2R1 (\$3.50).

Pub Type—Guides - Classroom - Teacher (052)

Leisure Time, Money Management, Recreation, Social Services, Stress Management, Theater Arts, Unemployment, Volunteers, Womens Studies

ies

Identifiers—British Columbia, Self Reliance, Self
Sufficiency, Stress (Biological)
This kit suggests ideas and resources for adult
educators and other community workers to use in
assisting individuals, groups, and communities to
respond effectively to a changing economy. Introductory materials provide the purpose, a note on
content arrangement, and suggestions for program
methods and program planning. The main portion
of the kit is divided into 10 sections, each devoted
to one program theme. Each program theme unit to one program theme. Each program theme unit contains a brief introduction to the theme or subject; "Program Possibilities" taken, for the most part, from program calendars of adult education institufrom program cannot as a data caucaton institu-tions (topics and a suggested type of program for each): "Experience Suggests," which draws out the main features and lessons from the field in the pro-gram area; and "Resources," which lists some of the programming aids available (organizations and pub-lications). The 10 themes are finances and the law, marketable skills, stress, women, advocacy, economic self-reliance, volunteer programs, entertainment/recreation, theater and the arts, and

nomic self-reliance, volunteer programs, entertain-ment/recreation, theater and the arts, and understanding economics. Two other sections con-cern obtaining, digesting, and recycling economic and social information for community education purposes and simple evaluation. (YLB) CE 042 795 Collaboration for Local Economic Development:
The Role of Public Educational Institutions.
British Columbia Dept. of Education, Victoria.
Post-Secondary Dept.

Pub Date-Mar 85

Pub Date—Mar 85
Note—58p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Agency Cooperation, \*Community
Education, Continuing Education, \*Economic
Development, Foreign Countries, Institutional
Cooperation, Job Development, Public Agencies,
\*Public Schools School Business Relationship,
\*School Involvement, \*School Role
Hantifler, \*\*British Collegable

Identifiers-\*British Columbia

"School Involvement, "School Role Identifiers—"British Columbia
An enrollment-driven finance formula that has been developed for public educational institutions in British Columbia tends to favor the survival of traditional youth-oriented labor force training. Community education is approaching extinction in many colleges and school districts. Yet the ad hoc programming capability of continuing education makes it a useful partner in addressing the educational aspects of local economic development. The process of attractions and inventing new business and industry for economic renewal is one that extensively involves the resources of a public educational institution. The range of different business structures available provides many opportunities for linkages and partnership between a variety of community agencies and public educational institutions may play many different roles in local economic development and can provide the link

between learning and its practical application in the community. (The report concludes with recommendations to the Ministry of Education. Appendixes, amounting to over four-fifths of the report, include listings of types of business structures, enabling vehicles for local economic development, possible institutional initiatives, and 12 case studies of public educational institutions' involvement in collaborative local economic development initiatives in British Columbia.) (YLB)

ED 263 337 CE 042 796 CE 042 796
Hrushow, Eugene Stanley, Dale
Task Analysis in Optical & Contact Lens Dispensing Opticians.
Douglas Coll., New Westminster (British Colum-

bia).

Spons Agency—British Columbia Dept. of Education, Victoria. Post-Secondary Dept.

Pub Date—Mar 85

Note—148p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, Competency

Based Education, Difficulty Level, \*Byes, Foreign Countries, \*Occupational Information, Optometry, Postsecondary Education, \*Task

Analyas, Vision Tests, \*Visual Acuity, Visual Impairments, Vocational Education

Identifiers—British Columbia, \*Contact Lenses,
\*Opticians

\*Opticians
A task force of opticians and educators in British
Columbia was assembled to determine the knowledge and skills required of dispensing opticians and
contact lens specialists. The ideas generated by the
task force were analyzed and distilled into the standardized tasks listed in this document, using Krathwohl's taxonomy. The document contains 36 tasks
for dispensing opticians and 26 tasks for contact
lens dispensing. Tasks are rated in order of importance. Each task is described in a chart according to
the area of knowledge, main objective, enabling objectives, independence scale (for student performance), and importance. (A place in each chart is
left for the formulation of evaluation criteria to determine student rating.) (KC) termine student rating.) (KC)

Towey, Carroll F. And Others
Quality Standards for Adult Education Programs.
Pub Date—Jul 85

Pub Date—Jul 85
Note—47p.; A presentation based on this document
was given at the National Adult Education Conference (Milwaukee, WI, November 1985).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Adult Basic
Education, \*Adult Education, \*Adult Programs,
Ancillary School Services, Check Lists, Commupits Involvement, Educational Facilities \*Educapits Involvement, Educational Englishes \*Education\*

\*\*Education\*\*

\*\*Education\* Anculary School Services, Check Lists, Commu-nity Involvement, Educational Facilities, \*Educa-tional Objectives, Guidelines, Postsecondary Education, Program Administration, Program Development, Program Evaluation, Public Rela-tions, Staff Development, \*Standards, Student Personal Constitutions

Personnel Services

This guide was developed from a perceived need to improve the procedures and standards used in managing adult education programs funded under the Adult Education Act. Based upon an analysis of materials used in managing adult education programs, the various standards and elements were synthesized into the eight major sections covered in this document. These sections include administration, planning, facilities, instruction, staff development, community involvement and public relations, evaluation, and student services. Criteria used for selection of the standards consisted of (1) appropriateness for adult education and adult basic education programs; (2) concern for the students; (3) reliability; and (4) applicability to all segments of the population including residents of rural areas, residents of urban areas with a high rate of unemthe population including residents of rural areas, residents of urban areas with a high rate of unemployment, adults with limited English Isnguage skills, and institutionalized adults. The standards are set up in a checklist format to facilitate evalua-tion. (KC)

CE 042 799 Davenport, Joseph, III Davenport, Judith A. Andragogy: Another Bandwagon or Legitimate Tool in the Continuing Education Armamentar-

Pub Date-Oct 84

Note—23p.; Paper presented at the Annual Conference of the National Association of Continuing Education Directors (Washington, DC, October

1984).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adult Education, \*Adult Learning,
\*Andragogy, \*Continuing Education, \*Educational History, Educational Philosophy, Postsecondary Education, \*Social Work, Social
Workers
Identifiers—Krondy Control Control

Identifiers-Knowles (Malcolm S)

Identifiers—Knowles (Malcolm S)
The term andragogy, often defined as "the art and science of helping adults learn," has gained wide recognition during the last decade or so. Although used in the early 19th century, the term was popularized in this country by Malcolm Knowles in his book, "The Modern Practice of Adult Education: Andragogy Versus Pedagogy" (1970). The book was aimed at "exploring a comprehensive theory that will give coherence consistency and technologies. was aimed at "exploring a comprehensive theory that will give coherence, consistency and technolog-ical direction to adult education practice." Knowles' assumptions about adult and child learning were almost uncritically accepted and integrated into adult education practice. Continuing education for social workers was no exception, especially with the influence of Lindeman at the Columbia University School of Social Work. In more recent years, howsentou of socials work. In more recent years, now-ever, some educators have begun to question this "split" between pedagogy and andragogy, prefer-ring to view learning as a continuum rather than a dichotomy. That the use of the term is debatable should serve as a caution to those continuing educators who blithely and routinely call for andragogical approaches to education and training. Andragogy approaches to education and training. Andragogy may indeed have a role in continuing social work education, but its use appears limited to specific subjects, populations, and settings. It is no educational panaces, and its uncritical use is not in the best interests of educators, trainers, or learners. (This paper cites numerous references for and against the use of the term or theory of andragogy and summarizes various schools of thought on its

ED 263 340

CE 042 802

Miller, Malvern L. Management and Improvement of Special Voca-tional Programs. Final Report.

Old Dominion Univ. Research Foundation, Norfolk, Va.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education. Pub Date—Feb 85

Pub Date—Feb 85
Note—30p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Classroom Techniques, Educational
Practices, "Inservice Teacher Education, Instruc-Practices, "inservice feacher Education, instruc-tional Materials, Material Development, Post-secondary Education, Program Administration, Program Development, Program Improvement, Records (Forms), "Special Education, Standards, "Teacher Workshops, Teaching Methods, "Voca-tional Education, "Vocational Education Teach-

A project was conducted to provide inservice training for 100 teachers of specially designed voca-tional programs and to determine the best practices for program management and standards. Included for program managements of the project were the following: a review of literature on specially designed vocational programs and their management, formation of an advisory board, development of workshop forms for data collection, presentation of a 2-day workshop that was attended by 44 of the 100 vocational teachers originally invited, and assimilation of the conference proceedings for use in future inservice training. (Appendixes vited, and assumitation of the conference proceedings for use in future inservice training. (Appendixes to this project report include a workshop agenda, bibliography, copies of the workshop forms, list of participants, workshop evaluation form complete with tallied responses, and balance sheet detailing project income and expenses.) (MN)

ED 263 341

Heavy Duty Truck and Bus Mechanics Instruc-tional Materials Acquisition Project Continua-tion. Final Report from November 10, 1983 to October 31, 1984.

Pinelia County School Board, Clearwater, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-84

Note—61p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Auto Mechanics, Co Comparative Analysis, Field Tests, Instructional Material Eval-uation, \*Instructional Materials, \*Material Devel-opment, \*Mechanics (Process), Media opment, "Mechanics (Process), Media Adaptation, Secondary Education, Service Vehicles, State Standards, "Statewide Pianning, "Trade and Industrial Education

Identifiers— Florida
A project was undertaken to evaluate and revise
Florida's existing instructional materials for use in Florida's existing instructional materials for use in courses in heavy duty truck and bus mechanics. The tasks addressed in the currently available student guides were compared to the state program stan-dards. After identifying tasks that were implied in the state standards but not covered in the guides, project staff revised the student modules. These and other untested modules were then field-tested and revised a second time. Strategies for disseminating the new materials were developed. (Appendixes to this report include the Vocational Instructional Mathis report include the vocational instructional Mis-terials Acquisition System [VIMAS] model, pro-gram standards, evaluation forms used in the field test, a student learning guide format, an annotation review form, and a program task listing.) (MN)

stensive English as a Second Language/Cultural Orientation Training Program, Guide for In-

International Catholic Migration Commission, Mo-

rong (Philippines).

Spons Agency—Department of State, Washington,
DC. Bureau of Refugee Programs.

Pub Date-Apr 85

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

escriptors—Adjustment (to Environment),
\*Adult Basic Education, Adult Learning, Behavioral Objectives, Cognitive Style, \*Cross Cultural Training, Cultural Context, \*English (Second Training, Cultural Context, \*English (Second Language), \*Indochinese, \*Intensive Language Courses, Language Skills, Learning Processes, \*Refugees, Relocation, Second Language Instruc-

tion
This instructional guide is designed to assist those teaching intensive English-as-a-second-language (ESL) courses geared toward Indochinese refugees. It offers suggestions for making culturally sensitive and responsive decisions while providing basic cultural orientation and second language instruction to refugees. The first part of the guide presents teaching implications as they relate to various assumptions about learning in general and also learning a new language and a new culture. The second nart of new language and a new culture. The second part of the guide describes a series of teaching practices that have been identified as being effective both i preparing to teach and in actual teaching. (MN)

CE 042 821 ED 263 343 ED 263 343

Strategies for Recruitment and Retention of Mi-nority Students in Michigan Vocational Educa-tion Programs.

CRW Associates, Inc., Detroit, MI.

Spons Agency—Michigan State Dept. of Educa-tion, Lansing. Vocational-Technical Education

Service. Pub Date-85

Pub Date—69
Note—96p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Dropout Prevention, Educational Attitudes, Educational Policy, Educational Strat-Attituces, Educational Folicy, Educational State egies, Emerging Occupations, Enrollment, Enrollment Trends, Equal Education, \*Minority Groups, Outreach Programs, Policy Formation, Postsecondary Education, Public Relations, Questionnaires, Records (Forms), School District Academy Education Programs (Perms), School District Academy Education Programs (Perms), School District Academy Educations, Programs (Perms), School District Academy Educations, Perms (Perms), Perms (Perm

rossecondary Education, Fuduc Relations, Questionnaires, Records (Forms), School Districts, \*School Holding Power, Secondary Education, \*Statewide Planning, \*Student Recruitment, Surveys, \*Vocational Education Identifiers—\*Michigan
This manual provides step-by-step strategies and materials for recruiting and retaining minority students in secondary and postsecondary vocational education programs. Particular emphasis is placed on recruiting for training, education, and placement in high-growth, emerging occupations and on providing equal access to all vocational and technical programs. Addressed in the individual chapters are the following topics: assessment of Michigan minor-ity student vocational education enrollments, a model for independent local school assessments, procedures for devising recruitment and retention plans, strategies for addressing image problems and interfacing with minority communities, and state-wide policy recommendations. Appendixes to the

guide include a bibliography, forms for independent school assessment (student, counselor, tescher, staff, and parent and community surveys), and vari-ous minority profiles on educational attitudes (Ara-bic speakers, Blacks, Mexican Americans, Native Americans, and Vietnamese persons). (MN)

CE 042 823

ED 263 344 And Others
Pregnancy and You. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date. 22 Aug. 85.

Pub Date—22 Aug 85 Note—10p.; For related documents, see ED 244 058 and CE 042 824. 058 and CE 042 824.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Education. \*Courseware,

EDRS Price - MPOI/PCOI Plus Postage.

\*Courseware,

\*Early Parenthood, Family Life Education, Instructional Material Evaluation, \*Physical Health, \*Pregnancy, Secondary Education Identifiers—\*Courseware Evaluation

This courseware evaluation rates the "Pregn and You" program, developed by Intellectual Soft-ware and sold by Career Aids, Inc. The courseware was rated by a team of home economists participating in a network designed to identify and evaluate courseware and disseminate reviews for vocational courseware and cusseminate reviews for vocational and technical teachers, media staff, and administrators. Part A describes "Pregnancy and You" in terms of subject area (pregnancy, maternal, child health), and hariware requirements (Apple II, IBM PC, or Macintosh), and indicates its suitability for PC, or Macintosh), and indicates its suitability of une as a totorial for inith-grade through adult levels. Listed next are appropriate instructional grouping (individual and small groups) and time estimate (45 minutes). Availability information includes cost (\$44.95), policies, and contact address. Part B contains the courseware evaluation criteria in eight categories, reviewer ratings appear as yes, somewhat, no, or not applicable, with explanatory comments of Part C summarizes the evaluation. The strengths of this program are that it individualizes technical intais program are that it individualizes technical in-formation, is accurate and easy to use, and requires little supervision. Weaknesses include intensive reading, little audiovisual variety, lack of stimulation, and failure to review or give additional information. A summary section indicates that this courseware received the following overall ratings in courseware received the following overall ratings in the eight categories: subject matter has educational value-yes; technical presentation, student interac-tion, program interaction, student evaluation, and documentation are all adequate-somewhat; and work behaviors and application programs—not appli-cable. The final rating recommends this courseware with reservations, suggesting its use with self-moti-vated students. (SK)

ED 263 345 CE 042 824

Sarle, Ruth And Others
The Place Setting Simulator, Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

ucation (ED), Washington, DC.
Pub Date—22 Aug 85
Note—10p.; For related documents, see ED 244
058 and CE 042 823.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Computer Simulation, \*Courseware,
Food Service, \*Home Economics, Home Economics Skills, \*Homemaking Skills, Instructional
Material Evaluation, Secondary Education
Identifiers—\*Courseware Evaluation
This courseware evaluation rates "The Place Setting Simulator" program developed by Orange Juice

ting Simulator" program developed by Orange Juice Software Systems. The courseware was rated by a team of home economists participating in a network designed to identify and evaluate courseware and eminate reviews for vocational and tech teachers, media staff, and administrators. Part A describes "The Place Setting Simulator" in terms of describes "The Place Setting Simulator" in terms of subject area (home economics), and hardware re-quirements (Apple II and peripherals), and indicates its suitability for use with regular, handicapped, dis-advantaged, or gifted students in grades 7-12. Listed next are appropriate instructional grouping (individ-ual and small groups), accompanying materials (documentation, student worksheets, program out-line, and unit tests), and time estimate (30 minutes). Availability information includes cost (\$45.00), policies, and contact address. Part B contains the courseware evaluation criteria and reviewer ratings in eight categories: subject matter, technical presentation, student interaction, program interaction, student evaluation, documentation, work behaviors, and application programs. Part C summarizes the evaluation. The strength of this program is its stimulating and accurate subject matter; weaknesses include no provision for printed copies of class performance results and a few spelling errors. The courseware is recommended for makeup work, individual and small group instruction, study aid, extra credit, and review and reinforcement. This program received overall ratings of "yee" in seven categories. creati, and review and reinforcement. In sprogram received overall ratings of "yes" in seven categories, indicating that a majority of criteria in these catego-ries were met. (The application programs criteria were not applicable.) The final rating indicates that this courseware is highly recommended. (SK)

CE 042 826

Glynn, Nahama J. Bishop, Grace R. Cultural Perceptions and Nursing Education: A Demographic Profile. Pub Dato—Nov 85

Note—19p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 1985).
Pub Type—Reports - Research (143) — Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, Administra-tor Characteristics, \*Administrator Qualifica-tions, \*Cultural Awareness, Demography, Educational Research, Higher Education, \*Multi-cultural Education, \*Nurses, \*Nursing Educa-tion, Postsecondary Education, Teacher Attitudes, Teacher Characteristics Identifiers—United States (Southeast)
Data from a study to identify perceptions con-

Data from a study to identify perceptions con-cerning key cultural concepts and their inclusion in nursing school curricula showed a discrepancy benursing school curricula showed a discrepancy between what was desired and what was practiced. The demographic data were examined to identify factors that might be contributing to the reported perceptions of the administrative and faculty perfactors that might be contributing to the reported perceptions of the administrative and faculty personnel. Certain patterns of homogeneity among institutions, administrators, faculty, and students were revealed that may be contributing to the maintenance of a unicultural perspective rather than a multicultural one. A three-state (Alabams, Florida, and Georgia) profile revealed that two-thirds of the participating institutions were located in cities or towns of less than 100,000, were classified as urban/residential, and had total enrollments of between 5,000 and 15,000. Approximately one-half of the administrators had initially earned the bache-ior's degree; the other half, a diploma or an associate degree. Three-fourths held the doctorate as the highest degree earned. Taching faculty had initially earned a baccalaureate degree (57 percent) or the diploma or associate degree (43 percent). Approximately three-fourths held the masters in nursing degree as the highest degree earned. A comparison of the southeastern data with the national data revealed conditions for the inclusion of comparison or the southeastern data with the na-tional data revealed conditions for the inclusion of a multicultural dimension in nursing education that might be very similar throughout the country. (YLB)

CE 042 827

Bearden, Lisa J.
Attitude Differences in Public and Private Sector
Rehabilitation toward Aging and Older Clients.
Pub Date—[85]

Pub Date—[85]
Note—[35]
Pub Type— Reports - Research (143)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—Adult Education, \*Aging (Individuals), Comparative Analysis, \*Counselor Attitudes, Counselor Characteristics, Counselor Client Relationship, Demography, \*Older Adults, Postsecondary Education, \*Private Agencies, \*Public Agencies, State Surveys, \*Vocational Rehabilitation.

\*Public Agencies, State Surveys, \*Vocational Rehabilitation
Identifiers—\*Alabama, Private Sector
A study compared the differences among public and private sector rehabilitation professionals with respect to their attitudes toward aging, fear of aging, and involvement with older clients. Demographic variables of age, sex., race, and educational status were also examined. The study sample included 325 full-time, nonclerical employees of rehabilitation facilities in Alabams—156 private sector and 169 public sector employees. Chi-square analyses of data collected using a 25-item true-or-false survey instrument indicated that age, sex, and educational status

were significantly different for the two groups, with age and educational status significantly higher in the public sector group and with more females indicated for the private sector. When the two groups were compared with respect to information on aging, lear of aging, and involvement with older clients, the only difference to emerge was related to involvement-more hours of involvement were indicated for the private sector professionals. (MN)

CE 042 828

Moore, Annie M. A Guide to Researching the Criminal Justice/Cor-rections Field.

Pub Date-Dec 85

Pub Date—Dec 85
Note—15p.
Pub Type— Reference Materials - Bibliographies
(131) — Guides - Classroom - Learner (051)
EDRS Price - MP01/PO01 Plus Postage.
Descriptors—\*Adult Education, Annotated Bibliographies, \*Correctional Rehabilitation, \*Criminal Law, Library Guides, \*Library Materials,
Postaccondary Education, Reference Materials,
Research Methodology, \*Research Papers (Students), \*Research Tools
This combination guide and bibliography is designed to assist students enrolled in classes in the
criminal justice/corrections field. Step-by-step
guidelines for writing a term paper are presented
along with a bibliography listing resources dealing guidelines for writing a term paper are presented along with a bibliography listing resources dealing with corrections and criminal justice that are avail-able in the Chicago State University library. Proce-dures for choosing a topic are outlined. The next section, which deals with finding materials on a section, which deals with finding materials on a given term paper topic, includes general guidelines for using various types of reference materials (abstracts and indexes, bibliographies, dictionaries and encyclopedias, dissertations and masters theses, handbooks and manuals, statistics, and yearbooks) and describes several relevant examples of each type of publication. Concluding the guide is a bibliography of works dealing with composing a research paper. (MN)

ED 263 349 CE 042 829

Dohmen, G. World Wide Challenges for Adult Education. Pub Date—Nov 85

Note—15p.; Paper presented at the Conference of the American Association for Adult and Continu-ing Education (Milwaukee, WI, November 6-10,

Pub Type- Opinion Papers (120) - Speeches/

Pub Type— Opinion Fapers (120) — Specines/ Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Adult Education, \*Educational Change, Educational Innovation, Educational Planning, Foreign Countries, \*Futures (of Society), Holistic Approach, Interdisciplinary Approach, International Cooperation, Justice, \*Models, Specialization, \*World Problems
Two worldwide challenges seem very important for the future of adult education. The first is the challenge that comes from the worldwide tension

challenge that comes from the worldwide tension between ideas of personal freedom and variety on the one hand and social equity and unity on the other. Adult education is challenged worldwide to help people to make a responsible use of their freedom. This idea of the necessary and responsible use of personal freedom can be demonstrated and promoted by organizing adult education according to a combination of an open library model with a voluntary cooperative system. The second worldwide challenge for adult education is the tension between progressive rationalization and professional specialprogressive rationalization and professional specialization on the one hand and progressive rationalization and professional specialization on the one hand and a growing need for whole persons with a well-balanced identity on the other. This second challenge also leads to two organizational models—the "Specialization-Pius" model (specialized instruction plus reflection on its limitations) and the "Interdisciplinary Project" model (compensatory multiple-challenge learning projects)—and their combination. (YLB)

CE 042 830 Reskin, Barbara F., Ed. Hartmann, Heidi I., Ed. Women's Work, Men's Work. Sex Segregation on the Job.

the Joh.

National Academy of Sciences - National Research
Council, Washington, DC. Commission on Behavioral and Social Sciences and Education; National Academy of Sciences - National Research
Council, Washington, DC. Committee on
Women's Employment and Related Social Issues.

Spons Agency—Carnegie Corp. of New York,
N.Y.; Department of Labor, Washington, D.C.;

Office of Vocational and Adult Education (ED), Washington, DC. Report No.—ISBN-0-309-03429-9 Pub Date—86 Contract—300-81-0282

Note-185p.; For a related document, see ED 247 445

Available from—National Academy Press, 2101 Constitution Avenue, NW, Washington, DC, 20418 (\$15.50).

Pub Type— Information Analyses (070) — Books (010)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

Descriptors—Comparative Analysis, \*Employed Women, \*Employment Patterns, \*Employment Practices, Females, Labor Market, Literature Reviews, Needs Assessment, Nontraditional Occupations, \*Personnel Integration, \*Personnel Policy, Policy Formation, Public Policy, Research Needs, Research Utilization, Salary Wage Differentials, Sex Bias, \*Sex Differences, Sex Discrimination, Sex Fairnes, Sex Polic Social Sciences nation, Sex Fairness, Sex Role, Social Science Research, Trend Analysis Identifiers—\*Occupational Segregation

The literature on sex segregation in the workplace was reviewed to determine how it could be used in formulating policy in the area of sex fairness in the American labor market. The committee found that American issor market. The committee round that although women's occupational options have increased dramatically in the past decade, sex segregation is still widespread. Among those factors that appeared responsible for sex segregation in the workplace were the following: cultural beliefs; barriers to employment such as discrimination, socializations. tion, and unequal education and training opportunities; family responsibilities; and the opportunity structure. Analysis of the existing laws porturnly structure. Analysis of the existing laws and programs geared toward intervening in the workplace, in job training, and in education revealed that what is needed is not new legislation but rather more committed leadership, structer enforcement, and enhancement of voluntary compliance with existing laws. In addition, enforcement agencies must isting laws. In addition, enforcement agencies must develop much stronger programs of policy-relevant research on such issues as the sources of change in occupations in which the most dramatic improvements in sex-fair opportunities have occurred and the relative effectiveness of measures to improve enforcement and voluntary compliance. (This report includes 15 tables and the table of contents from a comparison report, "Sex Segregation in the Workplace.") (MN)

CE 042 831 ED 263 351

Czerlinsky, Thomas Gilbertson, Alan A National Study of CARF Accredited Vocational Rehabilitation Facilities: Their Structures and Characteristics. Research and Training Center

Characteristics. Research and Training Center Research Report.
Wisconsin Univ.-Stout, Menomonie. Stout Voca-tional Rehabilitation Inst.
Spons Agency—National Inst. of Handicapped Re-search (ED), Washington, DC.

Pub Date-85

Pub Date—85
Note—83p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, "Client Characteristics (Human Services), "Community Information Services, Disabilities, "Institutional Characteristics, Postsecondary Education, "Referral, "Rehabilitation Centers, Surveys, Vocational Education, "Vocational Rehabilitation, Vocational Training Centers
An investigation studied 554 vocationally oriented CARF (Commission on Accreditation of Rehabilitation Facilities) accredited rehabilitation

habilitation Facilities) accredited rehabilitation facilities. The mail survey was returned by 221 facilities, reflecting an effective return rate of approximately 40 percent. Collected data addressed three broad areas: client characteristics, referral sources and percentages of clients referred by each, and facility characteristics. Across respondents, results showed that the typical client was a mentally retarded white male aged 25 to 40, with less than a high school education. Most had no prior skill train-ing. Referral source data showed that State Vocaing. Referral source data showed that State Voca-tional Rehabilitation Agencies were clearly the largest referral source (over half of all referrals). The average facility served 387 clients per year, and the client stayed for 152 days. Small facilities served clients for only about one-third as long (59 days) as the larger facilities. The average yearly facility in-come was slightly over \$750,000. Fees for services and earned income each accounted for approxi-

mately 45 percent of this total. The two most fremasery 42 percent of this total. The two most frequent categories of staff were professional staff in client service and production staff. A broad range of services was available. For each area of data, differences were found as a function of facility size. (The instrument is appended.) (YLB)

ED 263 352 CE 042 835 ELI 263 352 CE U42 835 Green, Karen Reed And Others Literacy Outreach: The Community Link, A Guide to Working with Literacy Helpers. Northwest Regional Educational Lab., Portland,

-National Inst. of Education (ED),

Spons Agency—National Inst. of Edu Washington, DC. Pub Date—Oct 85 Contract—400-80-0105; 400-83-0005

Descriptors— Adult Basic Education, resume acy, "Adult Reading Programs, Adult Students, acy," Adult Reading Programs, Adult Students, acy, "Adult Reading Processing Services, Illiteracy, "Literacy Community Organizations, Community Programs, Community Services, Illiteracy, \*Literacy Education, \*Outreach Programs, Program Development, Publicity, Recruitment, Student Characteristics, Student Needs, Tutorial Programs, Tutora, \*Volunteers, \*Volunteer Training, Work-

This guide, which is addressed to communitybased organizations desiring to start or expand exbased organizations desiring to start or expand existing adult literacy programs, deals with recruiting and training volunteer literacy tutors. Outlined in the guide are strategies for expanding community outreach efforts (identifying who needs help and where help is typically obtained, learning from successful literacy helping networks, and viewing literacy as a social activity); recruiting literacy helpers (using grassroots outreach and other publicity methods); and presenting a literacy helper workshon (decade); and recenting a literacy helper workshon (decade). ods); and presenting a literacy helper workshop (deoos); and presenting a literacy helper workshop (oc-fining the purpose of the workshop and the role of the facilitator, working out the logistics of the works-shop, and selecting the content of the workshop. Workshop materials for addressing the following goals are provided: increasing awareness of literacy intervention strategies, expanding understanding of illiteracy, developing a support network for helpers, and linking up with tutor training. Lists of objectives, exercises, and instructor scripts are provided to help facilitators cover each of the four workshop goals. An annotated list of resources concludes the guide. (MN)

EAJ 263 353

CE 042 836

Worker Retraining. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session on H.R. 26 and H.R. 1219.

Coagress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—Serial No. 99-18

Pub Date—11 Jun 85

Note—242p: Document contains some sessions of ED 263 353 CE 042 836

Note—242p.; Document contains some sections of small type. Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors... "Adult Education, Dislocated Workers, Educational Finance, "Educational Legislation, Educational Florence, Educational Legislation, Educational Florence, Educational Legislation, Forence, Feform, Financial Support, Job Training, Needs Assessment, Policy Formation, Post-secondary Education, "Public Policy, "Retraining, Tax Credits, Taxes, Unemployment Identifiers—Congress 99th, Individual Training Accounts, Job Banks

This Congressional report contains the testimony presented at a hearing focusing on two bills dealing

presented at a hearing focusing on two bills dealing with worker retraining. The two bills, H.R. 26 and H.R. 1219, are intended to establish a system of individual training accounts in the Unemployment Trust Fund, amend the Internal Revenue Code of 1954 to provide that certain contributions to such 1954 to provide that certain contributions to such accounts shall be deductible from gross income, and for other purposes and to provide incentives for worker training through both employer and individual initiatives, and fund a study of the feasibility and cost of a National job bank. Included among those agencies and organizations represented at the hearing were the following: the American Society for Training and Development; the Committee for Economic Development; the New York State Department of Education; the Hay Group, Inc.; the Academy for Educational Development; and the Carnegie Foundation for the Advancement of Teaching. The report also contains the texts of both bills, several prepared statements that were delivered at the hearings, and the texts of several newspaper articles on jobs programs and retraining that were entered into the record of the hearing. (MN)

CE 042 841 ED 263 354

Sities, Lucinda
Employability Competencies for Entry Level Word
Processing Skills.
Los Angeles Unified School District, Calif.
Pub Date—1 Oct 85

Pub Date—I Oct 85
Note—144p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—Adult Vocational Education, Behavioral Objectives, Competence, \*Competency
Based Education, Entry Workers, \*Equipment
Utilization, Evaluation Criteria, \*Microcomputers, \*Office Machines, \*Office Occupations Education, \*Postageondary Education, Secondary cation, Postsecondary Education, Secondary Education, Student Evaluation, \*Word Process

Ing. Identifiers—\*Proofreading
This syllabus describes the basic competencies needed by entry-level workers in the field of word
Competencies are organized according processing. Competencies are organized according to the following skill areas: systems operation; text creation; storage, and printing; revision; formatting; creation; storage, and printing; revision; tormatting; text applications; word processing center procedures; word processing theory; and proofreading. Each page in the syllabus presents a competency statement that is defined by an indicator, a perfor-mance objective, a benchmark, and one or more specific observable tasks or behaviors to be used as assessment criteria. (MN)

CE 042 844

Danzberger, Jacqueline P. Blank, Martin J. Accredited Training for Work. National Conference of State Legislatures, Washington, D.C.

Spons Agency-Department of Labor, Washington,

Pub Date--Aug 85

Pub Date—Aug 85
Note—31p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Disadvantaged,
 \*Educational Certificates, \*Employment Programs, Federal Legislation, Federal Programs,
 \*Job Skills, \*Job Training, Postsecondary Education, \*Student Certification, Student Evaluation,
 \*Work Experience, Youth Programs
Identifiers—\*Job Training Partnership Act 1982
 A credible system of assessment and formal documentation for Job Training Partnership Act (JTPA) clients' program experiences is needed to provide disadvantaged youth and adults with a method to present skills and abilities to employers. This system could certify skills and experience of dislocated workers to prospective new employers, assist emcould certify skills and experience of dislocated workers to prospective new employers, assist employers in making hiring decisions, and help JTPA achieve credibility in the employer community. A documentation systems should be portable, allow for different certification levels, serve information needs of educators for purposes of obtaining educational credit, incorporate basic education skills and pre-employment/work maturity competencies and occupational skill stainment, and be based on valid measures of on-the-job performance requirements. Several initiatives under the Comprehensive Employment and Training Act have set the stage for what is now occurring. Three strategical approaches are suggested as starting points to move toward a what is now occurring. Three strategical approaches are suggested as starting points to move toward a certification/credential mechanism in the employment and training system: build on the work now occurring within the JTPA system, devise a multifaceted assessment system with related documentation of achievement, and/or develop an employability profile for employment and training system participants. The final section suggests actions state legislators might undertake for beginning to work on the three strategical approaches. (YLB)

ED 263 356

ED 263 356

Hammer, Douglas And Others
Five Select Papers. Research Papers Selected from
the Trade and Industrial Ecucation Research
Committee's Carousel Presentations at the
American Vocational Association Convention
(Atlanta, Georgia, December 7, 1985).
American Vocational Association, Inc., Arlington,
Va.

Pub Date-7 Dec 85

Note—73p.
Pub Type— Speeches/Meeting Papers (150)— Pub Type—Speeches/Meeting Papers (130)

norts - Research (143) — Information Analyses

EDRS Price - MF01/PC03 Plus Posts

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, "Curriculum Development, "Educational Practices, Educational Research, Electronics, Models, Postsecondary Education, Scondary Education, State of the Art Reviews, Statewide Planning, "Student Characteristics, "Student Evaluation, "Teacher Education, "Trade and Industrial Exterior." The Vers. Colleges Vers. dustrial Education, Two Year Colleges, Vocational Education Teachers

This compilation represents a jury selection of five papers, which were originally presented at the American Vocational Association Convention in American Vocational Association Convention in Atlanta, Georgia, that were judged to make a timely contribution to the field of trade and industrial education. Included in the volume are the following papers: "A Status Assessment of Industrial Arts Education in the Public Secondary School of Idaho," https://doi.org/10.1006/j.j.com/10 ucation in the Public Secondary School of Idaho," by Douglas Hammer, "A Comparison of Selected Student Characteristics and External Influences: Public Community College and Two-Year (Degree Granting) Proprietary Institutions," by William S. Marecki; "Curriculum Model for Electronica Technology," by Jack D. Wamble; "Looking beyond the Mean Score," by Thomas K. Bloom and John Aleong; and "What Research Tells Us about the Preparation of Trade and Industrial Teachers." by Curtis B. Einch and Parcis (O'Pelli), (MN). Curtis R. Finch and Patrick O'Reilly. (MN)

Special Project: Data Base for Milimen and Cabinetmaker Curriculum. Final Report for Phase I.
Oregon Alliance for Program Improvement, Cor-

Spons Agency-Oregon State Dept. of Education, Salem. Div. of Vocational Education.

Pub Date-84 Note-196p.

Note—190p.

Pub Type— Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Apprenticeships, \*Cabinetmaking,
Carpentry, \*Course Content, \*Curriculum Development, Industrial Arts, Learning Activities, Occupational Information Postsecondary cupational Information, Postsecondary Education, State Curriculum Guides, Task

Analysis Identifiers-Oregon

Identifiers—"Oregon
This project was conducted to develop an apprentice-related training curriculum for cabinetmakers and millmen in Oregon. During the project, a task inventory for the occupation of cabinetmaker/millman was produced, the components of a complete four wars called training experience was were identified. four-year related training program were identified, a nationwide search for existing instructional material related to the occupations was conducted, the usability of the available materials was assessed, and recommendations for what could be used in a currecommendations for what could be used in a curriculum and what had to be created were made. A steering committee was used to provide direction and evaluation, and the task inventory produced was verified by industry personnel in Oregon. A course outline was developed for the total program, broken down into segments of instruction, and apbroken down into segments of instruction, and ap-proved by the steering committee; a resource was provided for each instructional item on the course outline. A final report was produced which provides an instructional base for supporting a complete re-lated training program. Extensive appendixes to the report include the following: request and proof of need for curriculum, background material on task inventory, survey sample sheet, survey results, em-ployer interview, states' outlines, contacts and ad-dresses, and materials used and/or produced for the project. (KC) project. (KC)

CE 042 849

Dumdi. Eleanor S. Roelofs, Gary

Successful Linkages between Education and Business/Industry in Oregon. Report and Handbook.

Oregon Alliance for Program Improvement, Corvallis.

Spons Agency—Oregon State Dept. of Education, Salem. Div. of Vocational Education. Pub Date-Dec 84

Pub Date—Dec 34 Note—64p. Pub Type— Guides - Non-Classroom (055) — Re-ports - Descriptive (141) EDRS Price - MF01/PC03 Plus Postage. Descriptors—"Educational Resources, "Education Work Relationship, Guidelines, "Linking Agents, Postsecondary Education, "School Business Rela-

tionship, School Districts, Secondary Education, State Programs
Identifiers—Job Training Partnership Act 1982,

State Programs
Identifiers—Job Training Partnership Act 1982,
\*Oregon
This handbook examines some of the forms that
inkages between education and work have taken in
Oregon. The purpose of the handbook is to (1) cite
examples of existing linkages around the state; (2)
suggest ways to initiate and nurture linkages; (3) cite
benefits that accrue from such linkages; and (4) provide names of resource people who have indicated
their willingness to provide information on how to
start and maintain a successful linkage or partnership. The information around the state who identified businesses that should receive questionnaires.
Each responding business was interviewed by telephone on the components of its linkage with education. Following the introduction, which details the
methodology of the study, this report contains six
sections. The first section looks at the partners of
the linkages-education and business and industry.
Linkages are listed in the second section. They include advisory committees, cooperative work experience in high school and college, student
organizations, career awareness, in-school exploring, Junior Achievement, adopt-a-school programs,
the Portland Urban Network Project, small business
development centers, and specialized training and
retraining. In the third section, the working of the
Job Training Partnership Act (JTPA) is explored,
while the fourth section lists some other linkages
such as equipment donations, internships, field
trips, career fairs and equipment fairs, and Oregon
Business Week. Some ways to nutrure linkages are while the fourth section issts some other immages such as equipment donations, internships, field trips, career fairs and equipment fairs, and Oregon Business Week. Some ways to nutrure linkages are discussed in the fifth section, while the final section of the guide concludes that the education commu-nity needs to make more overtures to the business-/industry sector. Appendixes to the guide list resource people and materials. (KC)

ED 263 350 CE 042 855

Bioanch, Eleanor Handicasped Services, Final Report, Indiana Univ. of Pennsylvania. Center for Voca-tional Personnel Preparation. Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-85

Note-133p.

Note—133p.

Pub Type— Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Accessibility (for Disabled), Administrator Education, Curriculum Development,

\*Disabilities, Equal Education, Exceptional Persons, \*Inservice Teacher Education, Mainstreaming, Postsecondary Education, Secondary Education, Special Education, State Curriculum Guides, State Programs, Teaching Methods, \*Vocational Education, Vocational Education Teachers, Workshops

cational Education, Vocational Education Teachers, Workshops
Identifiers—Pennsylvania
The purpose of this project was to integrate into the leadership curriculum and instructional program in Pennsylvania the competencies needed to assist in mainstreaming handicapped students. The project also sought to provide inservice education to administrators and support personnel in comprehensive, vocational, and special education settings and to provide leadership staff development. To accomplish these purposes, a learning guide was developed to deliver the competencies needed by administrators to assist in mainstreaming. Inservice workshops were conducted to encourage interacworkshops were conducted to encourage interac-tion among comprehensive, vocational, and special education administrators. Inservice education education administrators. Inservice education workshops were also conducted for support personnel in these fields and staff development was provided for leadership program staff members. This final report includes a copy of the learning guide that was developed for the project. The guide contains six learning experiences with an enabling objective activities, feedback, and a checkinst/assessment form for each. Extensive appendixes to the document also include samples of competency and task analysis forms, an example of competency and task analysis forms, an example of an assessment instrument, a copy of the summary of the feedback from reviewers on each instrument crithe recotack from reviewers on each instrument cri-terion, evaluation instruments for reviewing the leadership guide and a sample leadership perfor-mance assessment form, workshop materials, re-source materials, a newaletter on mainstreaming, and other materials used during the project. (KC)

ED 263 360 Spewock, Michael Disadvantaged Se CE 042 856

Spewock, Michael
Disadvantaged Services, Final Report.
Indiana Univ. of Pennsylvania. Center for Vocational Personnel Preparation.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Bureau of Vocational and Technical Education.

Pub Date: Sec. 26. -Sep 85

Pub Later
Note—125p.
Pub Type—Reports - Descriptive (141) — Guides
- Non-Classroom (955)
EDRS Price - MP01/PC05 Plus Postage.
Classroom Techniques, \*Compe EDRS Price - MF01/PC05 Plus Postage.
Descriptors-- Classroom Techniques, "Competence, Competence Based Education, "Curriculum Development, "Disadvantaged Youth, Economically Disadvantaged, Educational Disadvantaged, Educational Resources, "Inservice Teacher Education, Postsecondary Education, State Programs, Statewide Planning, Student Evaluation, Teaching Methods, "Vocational Education, Vocational Education, Teaching Methods, "Vocational Education, Vocational Education Teachers, Workshops.

cation, vocational Education Teachers, work-shops
Identifiers—Pennsylvania
The purpose of this project was to continue the development and establishment of competencies to prepare teacher educators to work with vocational teachers who teach disadvantaged students. During the project, a list of competencies needed to assist teachers in working with disadvantaged students was developed, along with a list of competencies that are most needed for inservice training. A li-brary of resource materials and resource persons also was established. Six seminars for teacher educators in Pennsylvania and two two-day inservice sessions for master teachers from the local education sions for master teachers from the local education agency were conducted. Finally, an assessment instrument was developed to be used in evaluating the application of the identified competencies and to monitor individual programs. The resulting reports and curriculum materials were disseminated to the Pennsylvania Bureau of Vocational Education, to vocational educators, and to curriculum developers. (Extensive appendixes to this report include a bibliography, references, a study of disadvantaged youth, tips for diagnostic assessment of disadvan-taged students, guidelines for teachers working with dvantaged youth, seminar and workshop materials, and competencies needed for working with these students.) (KC)

ED 263 361 CE 042 860

ED 263 301
McElhinney, James H.
Criticism and Learning.
Pub Date—Nov Paper
Note—4p.; Paper presented at the National Adult
Education Conference (Milwaukee, WI, Novem-

ber 1985).
Pub Type— Opinion Papers
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptora—Adult Education, \*Classroom Techniques, Critical Thinking, \*Bvaluative Thinking, \*Learning, \*Self Evaluation (Individuals), \*Teaching Methods
Identifiers— \*Criticism

\*Criticism Teaching Methods

Identifiers— \*Criticism Degins

\*Compared to the Compared Com

This brief paper on work-related criticism begins by describing the school learning area, which is composed of social and work relationships. It dis-cusses criticism and the importance of constructive criticism that is work related. An outline then lists practices that are advocated regarding work-related criticism. The first major section of the outline concerns steps and recommendations for teacher criticism of the learner in work situations. The second cism of the learner in work situations. The second major section focuses on teaching a learner to be his/her own critic. It is divided into two subsections, the first of which details appropriate situations (where a learner creates a product or masters a new competency). The second subsection makes recommendations for teaching practices designed to teach the learner to criticize himself/herself. (YLB)

CE 042 861 Geldof, Dick J. And Others
Exemplary Youth Employment Programs Survey

Report. lational Association of Private Industry Councils, Washington, DC.

washington, Dc.
Pub Date—[85]
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Demonstration Programs, Educa-

tion Work Relationship, \*Employment Programs, Federal Programs, \*Job Skills, \*Job Training, \*Program Implementation, Surveys, Work Experience, Youth Employment, \*Youth Programs Identifiers—\*Job Training Partnership Act 1982 Service Delivery Areas (SDAs) and Private Industry Councils (PICs) were surveyed concerning their implementation of Exemplary Youth Employment Programs described in Section 205 of the Job Training Partnership Act. Surveys were mailed to over 500 agencies. Of the 219 responding agencies, 77 percent were operating at least one Exemplary Youth Employment Program and 37 percent of those not running such programs planned to do so. Of the respondents: 70 percent operated Pre-employment Skills Training (PST) programs; 27 percent operated Education for Employment (EE) programs; 26 percent operated School-to-Work Transition (SWT) programs; and 83 percent operated Education for Employment (EE) programs. High percentages felt their programs strongly resembled youth programs run under the Comprehensive Employment and Training Act-42 percent of PST, 53 percent of EE, 38 percent of SWT, and 44 percent of EEE. The numbers of clients served had increased for all programs. PIC-approved youth employment competencies were used among 81 percent of Feet of SWT, and 65 percent of EEE. Recommendations were for (1) policymakers to focus on skill development, not just placement; (2) legislation to provide support (technical ers to focus on skill development, not just place-ment; (2) legislation to provide support (technical assistance and training) for mandated program designs; and (3) examination of incentives to encourage model use. (YLB)

ED 263 363 CE 042 863

Weir, Douglas
Vocational Education in the 1990's-More or Less? Pub Date-9 Dec 85

Note—13p.: Paper presented at the American Vo-cational Association Convention (Atlanta, GA,

cational Association Convention (Atlanta, GA, December 9, 1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Educational Change, Foreign
Countries, "Putures (of Society), "General Education, Postsecondary Education, Secondary Education, Vocational Education
Identifiers—Great Britain, Scotland
A more traditional use of "weational" shows the

A more traditional use of "vocational" shows the harmony between vocational and liberal education. The difference is in content and vehicles for learning. Using the same processes and goals in vocational education as in the rest of liberal education helps to ensure that vocational students are capable of adapting to the significant changes in life-style and work patterns embedded in the concept "post-industrial society." Vocational education can take advantage of young people's interest in voca-tional subjects as a means of motivating them to learn useful life skills. Resistance to change can be countered by showing how the changes are required for economic and social health and are in a practical, not an academic, direction which will be an advan-tage to students. In Scotland, as well as the rest of Great Britain, a radical change in the curriculum aims at common learning processes for all students. Attempts are made to avoid unnecessary and arbitrary distinctions between academic and vocational aspects. The net result of recommended changes will be to abolish the distinctions between vocational education and other forms of education by bringing the best features of current vocational education into every part of education, while putting no student at a disadvantage. (YLB)

ED 263 364 CE 042 866 Gujral, Liveleen K. And Others
Vocational English as a Second Language for Welding.
Pomona Unified School District, Calif.

Pub Date

Pub Date—84

Note—326 Quides - Classroom - Teacher (052)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Adult Vocational Education, Behavioral Objectives, Blueprints, Classroom Techniques, \*Content Area Reading, Cultural Contex, Employment Interviews, Equipment Utilization, Fractions, Job Application, \*Language Skills, Learning Activities, Measurement Techniques, Metals, Prevocational Education, Refugees, Safety, Secondary Education, Second Language Instruction, \*Vocational Adjustment, Vocational

.

Education, "Vocational English (Second Language), "Welding, Work Environment
This curriculum is designed to for use with adult
refugees studying welding. The first portion of the
guide includes 21 lessons in which students are given the opportunity to develop aural comprehen-sion and reading skills while studying such topics as body parts and clothing, safety, welding tools, are and gas welding, fractions and measurements, metal and gas westing, tractions and measurements, incost types and shapes, types of welds, welding defects and problems, and blueprint reading. The next three units, which are intended to provide a cultural orientation to the world of work, deal with job applicaentation to the world of work, deal with job applica-tions, interviews, and behaviors. Basic pronunciation skills are addressed in the final unit. Each unit contains some or all of the following: an introduction, statement of purpose, objectives, vo-cabulary, materials, procedures, and student les-sons. An appendix to the guide includes duplicating masters for use in making flash cards to accompany

CE 042 867 Nonformal Vocational Training, Courier No. 34.

Asian - South Pacific Bureau of Adult Education. Pub Date-Jul 85

Pub Jake—Sta 6-Note—58p.

Journal Ctt—ASPBAE Courier; n34 Jul 1985

Pub Type— Collected Works - Serials (022) —

Opinion Papers (120) — Reports - Descriptive

(141)
EDRS Price - MF01/PC03 Plus Pustage.
Descriptors—\*Adult Education, Adult Vocational
Education, Developing Nations, \*Distance Education, Educational Opportunities, Employed
Women, Employment Opportunities, Females, Women, Employment Opportunities, Females, Foreign Countries, Lifelong Learning, \*Nonformal Education, Professional Continuing Education, Professional Development, \*Portessional Education, Program Development, \*Retraining, Skill Development, \*Vocational Education, \*Womens Education Identifiers—\*Asia Pacific Region, Indonesia This issue of the Courier has as its main topic professional end professional and professions.

nonformal education for vocational and profes-sional competence. The first article, "Nonformal Education for Vocational and Professional Competence: A Report of a Conference" (John Doraisamy), is a summary of the discussions that Doraisamy), is a summary of the discussions that arose from the papers presented at the Asian-South Pacific Bureau of Adult Education Region 3 Conference in October 1984. "Women's Participation in Society and Lifelong Education: Airms and Methods of Re-Education" (Makota Yamaguchi) looks at a conference of the Confer available learning opportunities and barriers for women in education and the workplace and indi-cates areas where adult education/lifelong learning could assist. The farewell address of Raja Roy Singh to the staff of the Regional Office for Education in Asia and the Pacific follows. "A Distance Learning Development Programme in Indonesia" (Rex Kinder) outlines the development of a project that had the objective of setting up a system of distance education for bank staff. "Defining Nonformal Education! (Alex Davids)" certains. cation" (Alan Davies) is a summary of a small group workshop discussion that attempted a definition of the term "nonformal education." (YLB)

ED 263 366

Jaffe, Martin Elliot
The Challenge of the '80's and Beyond: Career
Planning and the Adult Blue Collar Worker.
Pub Date—Nov 85

lote—11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).

ber 6-10, 1985).
Pub Type- Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adult Development, Adult Education, Adult Programs, \*Blue Collar Occupations,
\*Career Counseling, \*Dislocated Workers, \*Information Utilization, Job Search Methods, \*Library
Services, Males, Postsecondary Education, Un-

employment
Career counseling is a particularly critical need for
blue collar men, displaced workers from the declining industries of manufacturing. This article uses
developmental theory based on the model of adult
development of Daniel Levinson (1978), "Seasons
of a Man's Life," to discuss the difficulty of blue
collar men in attaining developmental progress in
the face of longterm unemployment. The paper details the vocational counseling techniques used in

the Lorain, Ohio, public library adult career plan-ning center. As a corollary, the article discusses the dynamics of adult information seeking behavior and the uses of vocational information by adult clie A very short list of references is provided. (Author/KC)

ED 263 367 CE 042 869 Wright, M. Anthony Long, James S. Indicators for Evaluating County Extension Office Computer Uses.
Pub Date—Oct 85

Note—9p.; Paper presented at the Annual Meeting of the Evaluation Network (Toronto, Ontario, October 1985).

Pub Type—Reports - Research (143) — Speeches/-Pub Type—Reports - New York Meeting Papers (150)
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Adult Education, \*Automation,

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, "Automation, 
"Computer Assisted Instruction, Extension 
Agents, "Extension Education, "Microcomputers, Use Studies, "Word Processing 
Identifiers—"Computer Uses in Education, "Office 
Automation, Washington, Washington State Uni-

Extension leadership articulated several broad goals for the use of microcomputers within coopera-tive extension. These included providing information, service to clients, office automation, and enhancement of the educational process. A quesenhancement of the educational process. A questionnaire was administered regarding microcomputer use within Washington State University County Cooperative Extension Offices. Questions were directed towards the use of microcomputers as educational and office automation technologies. Thirty-five of the 39 counties in Washington had educational and office automation technologies. Thirty-five of the 39 counties in Washington had responded. In Fall 1985 Washington county extension offices used the microcomputer about 16.9 hours per week. Hourly use was split evenly between office staff and county agent faculty. Indicators chosen to reflect county computer use all abowed dramatic increases in use related to the length of time a computer is in the office. Following national trends, county extension offices' primary current utilization of microcomputers was office au-tomation. The ranking of office automation as first was not a disappointment, since the equipment could be economically justified solely on the basis of general purpose word processing. Another benefit was increased educational sophistication due to computing use. Recommendations were that agents need time and commitment to learn how to use a computer and that a traditional coordinated curricu-lum approach is needed to introduce new comput-er-based educational tasks. (YLB)

CE 042 871

Briney, Margorie Long, James S. Adults Remember What's Important. Pub Date—Oct 85

ote—10p.; Paper presented at the Annual Meeting of the Evaluation Network (Toronto, Ontario, October 1985).

October 1983).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MPOI/PCOI Plus Postages.

Descriptors—Academic Achievement, Adult Education, Adult Programs, \*Educational Benefits, Employment, \*Employment Programs, \*Federal Programs, Interpersonal Competence, \*Outcomes of Education, Participant Satisfaction, Postsecondary Education, Program Attitudes, Program Effectiveness, \*Research Methodology, Self Actualization Identifiers—\*Comprehensive Employment and

Identifiers—\*Comprehensive Employment and Training Act This 1984 study (1) estimated the more enduring benefits of a Comprehensive Employment and Training Act (CETA) prevocational program for those who completed the program in 1979; and (2) identified the features of the CETA program that completers recalled as having contributed to these benefits. The 18-week CETA prevocational program was offered by a community college for economically disadvantaged adults in an agricultural/industrial community of 55,000. The program included personal development, basic acaagricultural/industrial community of 55,000. The program included personal development, basic academic skills, and job skills and career planning. The researcher, who was also the CETA program confinator in 1979, interviewed 19 of the 23 program completers by telephone. She searched for four kinds of anticipated benefits in their lives: economic (finding and keeping a job); educational (further schooling); personal (feelings of greater confidence, self-worth, ability to communicate); and social (membership in organizations, participation in community and government). The results of the survey showed that 10 persons were employed full-time, 5 part-time, and 2 were full-time students; before the 1979 program all were unemployed. The changes related to education showed that I person had completed high school, 7 had completed a high school equivalency program, 9 had taken vocational training, and 11 had taken college classes for credit. All but one of those contacted were more confident, and almost all reported a greater sense of self-worth, and better communications. In addition, 10 who had belonged to no organizations before the program had since joined a group. (This paper contains extensive advice on survey methodology.) (KC)

ED 263 369 CE 042 8'
Macduff, Nancy Long, James S.
Listening to Learners—A Key to Better Training,
Pub Date—Nov 85

Note-9p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 1985).

- Reports - Research (143) - Speeches/-

ber 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adult Education, "Adult Learning,
Adult Students, "Instructional Design, "Instructional Improvement, Participant Satisfaction,
"Student Attitudes, "Workshops
A project identified strategies to improve the design of workshops. Seventeen workshops were of-

A project identified strategies to improve the de-aign of workshops. Seventeen workshops were of-fered in 1984 by one training team, Macduff Bunt Associates, a management training company. The workshops were conducted throughout the Pacific Northwest for business and industry, nonprofit volunteer organizations, and government agencies. Workshop feedback sheets were assembled from 382 workshop participants who rated workshops and offered comments on ways to improve workshops shops. Of 185 comments, 27 related to content. Most content comments related to content. st content comments related to the workshop's specificity, scope of coverage or discussion, and rel-evance to a given setting. Respondents identified process elements of the workshops with comments related to time, choice of activities, physical activi-ties, level of interaction, and instruction. Participants' emphasis on time and choice of activity within the process dimension of the workshops and on specificity and relevance indicated they held clear expectations for the workshop and viewed each activity as an alternative use of their time to each activity as an aiternative use or their time to pursue those expectations. Adult learners indicated dislike for being rushed, late hours as not being con-ductive to learning, a need to discuss real life prob-lems, a desire for less group interaction and more instructor guidance, and a need to "mix up" the audience more than once. (YLB)

ED 263 370 CE 042 873 Long, James S. How Will Extensionists Keep Up-to-Date with

Research?
Pub Date—Nov 84
Note—9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Louisville, KY, November

Pub Type-- Opinion Papers (120) - Speeches/

Pub Type— Opinion rapers (120)— Systems Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Computer Oriented Programs, "Databases, "Extension Agents, "Extension Education, Information Retrieval, "Online Searching, "Research Utilization, Search Stantonics Strategies

Extensionists need to make the "ASIAn Connec Extensionists need to make the "ASIAn Connection"-become Aware of the spectrum of research, Select program-related research, Integrate research from many disciplines, and Apply it in a way useful to clientele. Extensionists currently use a wide variety of traditional techniques to make the "ASIAn Connection." One relatively new technique has tremendous potential-personally accessing bibliographic research databases via microcomputer Using key words, extension faculty can define dimensions of real problems and personally search over 1,200 computer-readable databases. An interactive microcomputer search conducted personally by the user (extension worker) with assistance from a search technician makes the searcher aware of available research and the number of citations. Teams of specialists might conduct searches increavailable research and the number of citations. Teams of specialists might conduct searches incrementally and interactively to help discover the application of new ideas to a given practice or to a goal. Teams of researchers and extensionists might collaborate earlier to identify research ready for dissemination through extension. Information on data-bases includes printed aids, database description and accessing procedure supplied by the database, and information from the vendor. Training on data-base searching is available through workshops and consultation. Administrative policy questions con-cern state support, who will have access, and bud-geting for access. (An appendix lists actual database searches for extension programming.) (YLB)

ED 263 371 CE 042 875

Metzger, Patricia Measuring Bloo Measuring Blood Pressure-A Demonstration for Practical Nurses. Hawaii Univ., Manoa. Western Curriculum Coordi-

nation Center. Pub Date—Oct 85

Pub Date—Oct 85 Note—35p. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01/PC02 Plus Postage. Descriptors—\*Audiovisual Aids, \*Classroom Techniques, Community Colleges, Educational Resources, Instructional Materials, Lesson Plans,

sources, Instructional Materials, Lesson Pians, 
"Nursing Education, Postsecondary Education, 
Teaching Methods, Transparencies, Two Year 
Colleges, Workshops 
Identifiers—"Blood Pressure
This lesson plan is designed for use in a 50-minute 
class to teach practical nursing students to measure 
blood pressure. The lesson is part of a course on 
practical nursing. The lesson plan contains references, a list of equipment needed, objectives, and 
the presentation. The presentation consists of an 
outline of instruction coordinated with methods of 
instruction, audiovisual aids, and the amount of 
time to be spent on each element. Transparency 
masters and student handouts are included. Topics 
covered in the lesson are the following: defining covered in the lesson are the following: defining blood pressure, identifying factors that may influence blood pressure, using the equipment needed for taking blood pressures, and taking blood pressures. (KC)

ED 263 372 CE 042 877

Nishimoto, Pat Guidelines for Filling Out Application Forms. Hawaii Univ., Manoa. Western Curriculum Coordi-

nation Center. Pub Date—Nov 85

Pub Date—Nov 85

Note—559.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Pestage.

Descriptors—\*Audiovisual Aids, \*Classroom Techniques, \*College Graduates, Continuing Education, Educational Resources, Employment Qualifications, Instructional Materials, Job Applicants, \*Job Application, \*Job Search Methods, Lesson Plans, Postsecondary Education, Transparencies Workshops

Lesson Pians, Postseconcary Education, Frans-parencies, Workshops

This lesson plan is designed for use in a 50-minute class to teach prospective college graduates and alumni to fill out job application forms. The lesson is part of a workshop on job search strategies. The lesson plan contains references, a list of equipment needed, objectives, information on how to set up the classroom, and the presentation. The presentation consists of an outline of instruction coordinated with methods of instruction, audiovisual aids, and the amount of time to be spent on each element.

Transparency masters and student handouts are included. Topics covered in the lesson plan include the standard categories found on application forms, filling out forms, relating work experience, discriminatory items on application forms, and practical hints. (KC)

ED 263 373 CE 042 878

Psychological Aspects of Aging, Lesson Plan, Hawaii Univ., Manoa. Western Curriculum Coordination Center.

Pub Date-Oct 85

Pub Date—Oct 85
Note—79p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—\*Age Differences, "Aging (Individuals), "Aging Education, Andragogy, Audiovisual Aids, "Classroom Techniques, "Cognitive Processes, Continuing Education, Developmental Stages, Educational Resources, Geriatrics, Gerontology, Instructional Materials, Lesson Plans, Nursing Homes, Postsecondary Education, Residential Care, Teaching Methods, Transparencies, Workshops This lesson plan is designed for a 50-minute class

to teach adult caretakers of the aged about the psychological aspects of aging. The lesson is part of a course for caregivers in residential facilities and in home care. The lesson plan contains references, a list of equipment needed, objectives, information on how to set up the classroom, and the presentation. The presentation consists of an outline of instruction coordinated with methods of instruction, auditorisms also, and the amount of time to be specifications. tion coordinated with methods of instruction, audiovisual aids, and the amount of time to be spent on each element. Transparency masters, student handouts, and a test are included. Topics covered in the lesson plan include the definitions of aging and psychological aging, six cognitive processes and age-related changes for each, and approaches to helping the elderly attain a maximum level of cognitive functioning (EC) tive functioning. (KC)

CE 042 879

Chan, Mike Fish Facts. Lesson Plan. Hawaii Univ., Manoa. Western Curriculum Coordi-

nation Center. Pub Date—Nov 85 Note-37p.

Note—37p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Audiovisual Aids, \*Classroom Techniques, Continuing Education, Educational Resources, \*Food, \*Foods Instruction, Home Economics Skills, Instructional Materials, Lesson Plans, Nutrition, Post-secondary Education, Teaching Methods, Transparencies, Workshops
Identifiers—\*Fishes
This lesson plan is designed for a 50-minute class

Identifiers—Fishes

This lesson plan is designed for a 50-minute class to teach extension home economists and homematers about buying, storing, and using fish. The lesson plan contains references, a list of equipment needed, objectives, and the presentation. The presentation consists of an outline of instruction coordinated with matches of instruction and side consists of an obstance or institution and sids and the amount of time to be spent on each element. Trans-parency masters and student handouts are included. Topics covered in the lesson plan include fish quality, recognizing and buying good quality fish, stor-ing fish, and the benefits of fish in the diet. (KC)

CE 042 880

Parker, James, Ed. Catalog of Adult Education Projects. Fiscal Year 1986.

Office of Vucational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Educa-

Pub Date-86

Pub Date—3.
Note—126p.
Pub Type— Reference Materials - Directories/Cat-Pub Type— R alogs (132)

Pub Type—Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Abstracts, \*Adult Basic Education, \*Adult Education, \*Adult Programs, Computer Assisted Instruction, Correctional Education, Counseling Services, \*Curriculum Development, Daily Living Skills, Disabilities, Educational Objectives, Educational Practices, Educational Technology, Employment Potential, English (Second Language), High School Equivalency Programs, Information Dissemination, Job Skills, Linking Agents, Postsecondary Education, Program Administration, Program Costs, Program Descriptions, Program Development, \*Research Projects, Staff Development, Student Evaluation, Student Recruitment, Volunteers
Identifiers—310 Project, Adult Education Act 1966
This catalog, which describes over 350 projects, is the ninth in a series of annual listings intended to inform adult educators about projects funded under Section 310 of the Adult Education Act. The projects are organized according to the following

projects are organized according to the following areas: administration, assessment, community linkareas: auministration, assessment, community inta-age, computer-based programs, correctional educa-tion, counseling, diploma programs, disabled adults, dissemination, employability, English as a second language, general educational development, life skills, literacy, recruitment, staff development, techasins, interacy, recruitment, saint development, technology, and volunteers. Each project description contains some or all of the following: project title, contact person, funding data, objectives, and products generated. Appendixes to the catalog include a cross-reference index and a list of State directors of adult education. (MN)

ED 263 376 CE 042 889 MacFarland, Thomas W. A Defense of Criterion-Referenced Evaluation for Vocational Education.

Pub Date—Dec 85
Note—6p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, \*Criterion Referenced Tests, \*Norm Referenced Tests, Secondary Education, \*Student Evaluation, \*Test Reliability, \*Test Validity, \*Vocational Education Identifiers—\*Behaviorism
Criterion-referenced evaluation (CRE) describes achievement in performance terms, whereas norm-referenced evaluation (NRE) compares the performance of one individual to that of others with respect to a given evaluation instrument. Vocational performance of one individuals to first of others with respect to a given evaluation instrument. Vocational educators who base their programs on behaviorism commonly evaluate student performance from a CRE perspective. When deciding whether to use CRE or NRE to evaluate a given instance of learn-CRE or NRE to evaluate a given instance of learning, vocational instructors must examine their purposes in undertaking the given evaluation. In situations when an individual's performance must be measured in terms of comparison with a standardized sample, NRE is the obvious choice. However, vocational educators must also realize the value of CRE in assessing the effectiveness of given instructional treatments in achieving specific instructional chiectives. (MN) structional objectives. (MN)

ED 263 377 CE 042 890 MacFarland, Thomas W. A Rationale for the Use of Behaviorism in Vocational Education.
Pub Date-Dec 85

Pub Date—Dec 85
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptora—Behavioral Objectives, Competency
Based Education, "Criterion Referenced Tests,
Learning Modules, "Linear Programing, Programed Instruction, Secondary Education, "Student Evaluation, "Task Analysis, "Vocational

Identifiers—\*Behaviorism
Because preparing people for the world of work
remains the primary purpose of vocational education, the behaviorist approach is the preferred learning theory on which to base vocational instruction.
Other instructional activities aligned with behavior-Other instructional activities augment with observations that are regularly used by vocational educators are active responding, required practice, and shaping. These activities, along with task analysis, behavioral objectives, modular instruction based upon havioral objectives, modular instruction based upon linear programming, criterion-referenced evalua-tion, and similar activities, are directly aligned with competency-based vocational education. Thus, not only should vocational educators base their instructional programs on the principles of behaviorism, but they should also incorporate current findings in the area of behavioral research into their presentation of material. (MN)

ED 263 378 CE 042 891 MocFarland, Thomas W.

The Identification of Ten Principles of Learning and Their Applications to Vocational Education.

Pub Date—Dec 85 Note-10p.

Note—10p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/Pc01 Plus Postage.

Descriptors—Classroom Environment, \*Classroom

Techniques, Cognitive Processes, Discipline, Imitation, Instructional Development, Learning Processes, \*Learning Theories, Modeling (Psychology), Observational Learning, Psychoeducational Methods, Reinforcement, Secondary Education, Teacher Student Relationship, \*Teaching Methods, Token Economy, \*Vocational Education

This paper examines 10 principles of learning and

tional Education
This paper examines 10 principles of learning and suggests ways in which vocational education teachers may apply them in their classrooms. The following principles are discussed: reductionism, the law of effect, imitation and observational learning, classroom management without punishment, shaping, the law of primacy, token rewards, the law of exercise, the law of disuse, and oscillation of behavior.

(MN)

ED 263 379 CE 042 892 A Strategy to Address the Needs of Adult Learns by Incorporating Andragogy into Vocation Education. Education. Pub Date—Dec 85

Note—10p. Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, "Adult Learning,
Adult Programs, "Adult Students, "Adult Vocational Education, "Andragogy, Behavioral Objectives, "Classroom Techniques, Educational
Needs, Instructional Development, Learning Activities, Participative Decision Making, Postsecondary Education, Student Characteristic,
Student Evaluation, Student Needs, Teaching Methods

Identifiers-Knowles (Malcolm S)

If current trends continue, it is likely that adult programs and adult vocational programs in particular, will play an increasingly important role in the nation's educational system, eventually absorbing the role currently played by secondary vocational education. Therefore, vocational educators must develop new approaches and new attitudes to prepare to serve an older student audience. The work of Malcolm Knowles in the area of andragogy contains many valuable insights as to the differences between many valuable insights as to the differences between adult and younger learners. In view of these differ-ences, a seven-step model for providing vocational education to adults was developed. The parameters of the model are as follows: establish a climate con-ducive to adult learning, create an organizational structure that allows participative planning, diagnose learning needs, formulate appropriate learning objectives, design and implement appropriate learn-ing activities, and evaluate for rediagnosis of learnno consistency and contains to rediagnosis of learning needs. (This essay presents guidelines for implementing each of these components of the model.) (MN)

ED 263 380

MacFarland, Thomas W.
A Behaviorist Strategy to Improve Vocational Outcomes by Promoting Moderate Goal Setting. Pub Date—Dec 85

Note—9p. Pub Type— Opinion Papers (120) EDRS Price - MF01/PC01 Plus Pe

EDRS Price - MF0L/PC01 Plus Postage.

Descriptors—Adult Education, Adult Vocational
Education, \*Behavioral Objectives, Criterion Refrenced Tests, Difficulty Level, Instructional Development, Labor Needs, Linear Programing, Needs Assessment, \*Outcomes of Education, Postaccondary Education, eStudent Evaluation, \*Student Motivation, Task Analysis, "Vocational Education Identifiers—"Behaviorism, "Goal Setting Research has shown that tasks of intermediate

difficulty generally elicit the greatest efforts on the part of students. For this reason, teachers are aded that the use of moderate goal setting is one of the most effective means of ensuring favorable voca-tional outcomes. The general paradigm of achieving tional outcomes. The general paradigm of achieving vocational success through moderate goal setting is as follows: analyze industrial and personnel needs; determine terminal objectives (by questioning and observing behavior); formulate and present enabling objectives (using the techniques of task analysis and linear programming); and assess student performance (by administering criterion-referenced tests). Although some critics of the behaviorist approach believe that this approach delegates educators to the believe that this approach delegates educators to the observe that this approach observe that this approach objectivity of the behaviorist approach lends support to the high degree of professionalism required if educators are to achieve desired vocational outcomes successfully. (MN)

Rough Framing. Course in Carpentry. Workbook and Tests.

California State Dept. of Education, Sacramento. Bureau of Publications. Pub Date—83

Note-56p.; For a related document, see CE 042

vailable from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50).

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Apprenticeships, Behavioral Objectives, "Building Trades, "Carpentry, "Construction (Process), Learning Activities, Postsecondary Education, "Trade and Industrial Education, "Woodworking, Workbooks

Identifiers—California
This student workbook, which is intended for apprentices in the carpentry trade, deals with rough framing. The workbook is divided into two sections: the first half consists of instructional materials and

study guides, and the second half consists of multistudy guides, and the second hair consists of multi-ple-choice unit tests on the topics covered in the first part of the book. The following topics are ad-dressed: basic framing systems, framing lumber, horizontal layout, erecting framed walls, and ceiling joists. Lists of required and recommended instruc-tional materials are provided, as well as six tests on each section of the booklet. (MN)

CE 042 898 The Apprentice Carpenter and the Trade. Course in Carpentry. Workbook and Tests.
California State Dept. of Education, Sacramento.

Bureau of Publications.

Pub Date-84 Note-65p.; For a related document, see CE 042 897

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50). Pub Type—Guides - Classroom - Learner (051) EDRS Price - MP01 Plus Postage. PC Not Available from EDPS

able from EDRS.

able from EDRS.

Descriptors—"Apprenticeships, Behavioral Objectives, "Building Trades, "Carpentry, Collective Bargaining, Construction (Process), Educational Practices, Employer Employee Relationship, Employment Practices, Fringe Benefits, Learning Activities, Postsecondary Education, "Trade and Industrial Education, "Unions, Wages, Woodworking, Workbooks, "Work Environment Identifiers—California

This student workbook is intended for apprentices in the carpentry trade. The workbook is divided into two sections: the first half consists of instructional materials and study guides, and the second half con-sists of multiple-choice unit tests on the topics cov-ered in the first part of the book. The following topics are addressed: a three-dimensional look at topics are addressed: a three-dimensional look at carpentry, the apprenticeship program, apprenticeship and the public schools, collective bargaining and its results, wages and benefits, historical devel-opment of the United Brotherhood, historical development of employer associations, and changing technology. Lists of required and recommended in-structional materials and tests on each section of the ooklet are also provided. (MN)

Boyle, Karen Kimmel Whelden, Ernest Career Information in the Classroom, Workshop Guide for Infusing the Occupational Outlock Handbook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Occupational Informa-tion Coordinating Committee (DOL/ETA), Washington, DC; Office of Career Education (ED), Washington, DC.

Pub Date—86
Note—450p.
Available from—Meridian Education Corporation,
205 East Locust Street, Bloomington, IN 61701
(349.00; quantity discounts available).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC18 Plus Pastage.
Descriptors—Behavioral Objectives, \*Career Counseling, \*Career Education, Career Exploration,
Competency Based Education, \*Counseling Techniques, \*Counselor Training, Curriculum
Development, Economics Education, Elementary
Secondary Education, Pused Curriculum, Infor-Development, Economics Education, Elementary Secondary Education, Pused Curriculum, Information Diasemination, Information Sources, Inservice Teacher Education, Instructional Materials, Labor Market, Learning Activities, Learning Modules, Lesson Plans, "Occupational Information, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), Teacher Wasterners

Postectato, Petescalon, Pretestator, Pretest

dressed in the module, abstracts of learning activi-ties, lessons that includes a cross-referenced instruc-tor's outline and notes, suggested evaluation instruments and techniques, sample handouts, and transparency masters. (MN)

ED 263 384 CE 042 900 Ed. 263 364
Proceedings of the Annual National Agricultural
Education Research Meeting (12th, Atlanta,
Georgia, December 6, 1985).
American Vocational Association, Arlington, VA.

Agricultural Education Div. Pub Date—6 Dec 85

Note—426p.
Pub Type— Collected Works - Proceedings (021) —
Reports - Research (143) — Information Analy-(070)

ses (070)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—\*Agricultural Education, Comparative Analysis, Competency Based Education, Computer Assisted Instruction, Educational Benefits, \*Educational Needs, Educational Objectives, \*Educational Practices, Educational Research, \*Outcomes of Education, Postsecond-Ary Education, Program Effectiveness, Secondary Education, Student Attitudes, Student Characteristics, Supervised Farm Practice, Teacher Attitudes, Teacher Characteristics, Teacher Characteristics, Teacher Education, \*Vocational Education, Vocational

Education Teachers

Education Teachers
These proceedings include the following papers:
"An Assessment of the National FFA Public Service Announcement Program" (Sutphin, Dillon, and Rush); "Educational Objectives and Administrative Criteris for the National FFA Contest Program" (Smith and Kahler); "A National Profile of Agricultural Teacher Educators and State Supervisors of Vocational Agriculture by MBTI Preference Type" (Foster and Horner); "Discussion of Research Reports on National Perspectives" (Martin); "Mathematical Problem-solving Skills of High School Vocational Agriculture Students and Under-School Vocational Agriculture Students and Under-Sors of Vocational Agriculture by MBJ1 Pretesters Type" (Foster and Horner); "Discussion of Research Reports on National Perspectives" (Martin); "Mathematical Problem-solving Skills of High School Vocational Agriculture Students and Undergraduate Students in Agricultural Education (Gliem and Warmbrod); "Technical Agriculture Knowledge Level Attained by Students Enrolled in Vocational Agriculture II Classes" (Kotrik, Parton, and Lelle); "Readability and Student Understanding in Vocational Agriculture" (Zurbrick); "Student Performance in Vocational Agriculture—A Critique of Research" (Brown); "A National Study of Recommended Curricula for Extension Education Methods Classes and Student Internship Programs" (Legacy and Wells); "The Extent of Burnout among Faculty in Agriculture" (Newcomb and Clark); "An Assessment of Motivational Factors Affecting Colege of Agriculture Faculty Involvement in International Development Activites" (Jones and Crawford); "Factors Associated with Developing an Understanding of SOEP as Perceived by Oregon Vocational Agriculture Teachers" (Herren and Cole); "Factors Limiting Vo Ag Student Participation in SOE Programs in Nebraska" (Foster); "The Relationship between Characteristics of Colorado's American Farmer Degree Recipients from 1968 to 1977 and Their Current Occupational Status" (Gartin and Knight); "The Relationship between Job Satisfaction and Teacher Performance of Vocational Agriculture Teachers" (Peters); "Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and National Resources Education" (Cheek and McGhee); "Crop Production Skills Possessed and Taught by Vocational Agriculture Teachers in Illinois" (Osborne); "Vocational Agriculture Teachers in Illinoi (HB1706)" (Finley and Barbee); "Meeting Teacher Needs: A Discussion of Research" (Arrington); "Where Are You When We Need You, Rufus W. Stimson?" (Moore); "Attitudes toward and Utilization of Cognitive Skill Development among Agricultural Education Faculty in the United States" (Jones and Williams); "Preparing Effective Vocational Agriculture Teachers: A Comparison of Land Grant and Non-Land Grant Universities" (Asiabaka and Moore); "Teacher Preparation in Agricultural Education: A Discussion of Research Reports" (Mannebach); "Readjustment and Life Satisfaction of International Students in Agriculture Returning Home to a Developing Country" (Dreis-Satisfaction of international students in Agriculture Returning Home to a Developing Country" (Dreis-bach, Christiansen, Herring, and Briers); and "De-velopment and Experimental Evaluation of a Microcomputer-based Software Package for Rec-ordkeeping in SOE" (Wood). Critiques of several papers are also provided. (MN)

CE 042 901

ED 263 385

CE 042 901

Usiewicz, Ronald A.

Investigation and Development of Competency
Standards and Certification Requirements for
Secondary-Level Vocational Foodservice Programs. Final Report.

New Haven Univ., West Haven, Conn.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and
Adult Education.

Adult Education.
Pub Date—31 Oct 85
Contract—PS-85-1910

Contract - F3-57-170 Note-2619. Pub Type- Reports - Research (143) — Tests/ Questionnaires (160) EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Bakery Industry, Competency Based Education, \*Cooks, Employer Attitudes, \*Food Service, \*Job Analysis, \*Job Skills, Literature Re-views, \*Occupational Home Economics, Second-ary Education, Surveys, Teacher Attitudes Identifiers.—Bakers

Identifiers-Bakers

An investigation ascertained, analyzed, and docu-mented competency standards and certification re-quirements for secondary-level vocational food service programs. A literature review produced no instruments used in past studies to measure the attitudes of food service professionals toward task comtudes of food service professionals toward task competencies. Six occupations were selected for the development of the task analysis: cook/chef, cook assistant, short order cook, food preparation helper, baker's helper, and food service worker. The questionnaire was composed of two basic parts: a proficiency variable and a frequency variable. Tasks were identified by teachers, food service supervisors, and management personnel. Questionnaires were returned by 488 of 600 food service management personnel throughout Connecticut. Survey findings indicated the recommended development of a competency-based food service curriculum that (1) focuses especially on sanitation standards, cuses especially on sanitation standards, communication skills, human relations, and student demonstration of task competency; (2) promotes critical thinking and provides a practical application of the basic skills; and (3) addresses the needs of the food service industry today and is adaptable to vari-ous professional settings. (Over 40 pages of tables present task analysis results showing statistical analysis according to proficiency and frequency of individual tasks and a cross analysis of results. Appendixes include the questionnaires and an extensive biblilgraphy.) (YLB)

ED 263 386

Comprehensive Business Technology Curriculum.
Connecticut State Dept. of Education, Hartford.
Bureau of Vocational Program Planning and De-

velopment. Pub Date—85

Pub Date—85
Note—97p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PCb4 Plus Postage.
Descriptors—Academic Education, Behavioral Objectives, Business Communication, "Business Education, Business Skills, "Course Content, "Course Organization, Educational Resources, "Elective Courses, High Schools, "State Curriculum Guides, Units of Study Identifiers—"Connecticut
This curriculum is designed to provide elective

Identifiers—"Connecticut
This curriculum is designed to provide elective courses in business for academic track high school students in Connecticut. The guide is organized in three sections. The first section introduces the concept of business education for nonvocational students, lists the objectives of the courses, describes the course structure, explains the idea of contract

grading, and provides suggestions for audiovisual and software resources. The second section of the guide is an outline of the comprehensive business technology first-year curriculum. It contains units on the following topics: keyboarding, management, economics, communications, notetaking, accounting, information processing concepts, machine transitions, and the processing concepts, machine transitions, and the processing concepts, machine transitions, and the processing concepts are consistent of the processing concepts and the processing concepts are consistent or the processing concepts and the processing concepts are consistent or con ing, information processing concepts, machine transcription, applying for a job, records management, automated equipment/software applications, and individualized special projects. The final section of the guide contains the curriculum for the second year of the program. Topics covered in this section are management, accounting, economics, keyboarding applications, advanced information concepts, advanced information applications, business law, personal finance, and communications. Each unit contains objectives, an outline of content, and a suggested time allotment. A list of materials and equiposeted time allotment. A list of materials and equipgested time allotment. A list of materials and equipment is provided for each topic. (KC)

Curriculum Development Processes in the Re-gional Vocational Technical School System, Fi-

goonal vocational Technical School System, Fi-nal Report. EASTCONN Regional Educational Services Cen-ter, North Windham, CT.

Spons Agency—Connecticut State Dept. of Educa-tion, Hartford. Bureau of Vocational Services. Pub Date-25 Jul 85

Pub Date—25 Jul 85

Note—75p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, \*Competency
Based Education, \*Curriculum Development,
Formative Evaluation, Models, Program Effectiveness, Recordkeeping, \*Regional Schools, Secondary Education, \*State Curriculum Guides,
Statewide Planning, \*Student Evaluation, Student
Records, Trade and Industrial Education, \*Vocational Schools tional Schools

Identifiers-Connecticut, \*Process Analysis A comprehensive analysis was conducted of the curriculum development process in the trade program areas of Connecticut Regional Vocational-Technical Schools (CRVTS). Methods included review of the current curriculum development pro-cesses through review of materials and observation; cesses turougn review or materials and observation; identification, collection, and analysis of alternative processes used in other states; review of curriculum materials developed by several national vocational education consortis; and dissemination of findings, conclusions, and recommendations. The project was primarily a process analysis. A central part was intensive involvement of an advisory committee. A comprehensive survey of all trade instructors in the CRVTS was conducted to determine their assess-CRV15 was conducted to determine their assessment of the state curriculum guide in their trade area. Findings are presented in two parts. The first part discusses general findings; the second advesses specific findings and results as related to project objectives. Recommendations are grouped into three broad categories: those addressing organi-zational and procedural problems in the develop-ment of curricula for the vocational-technical ment of curricula for the vocational-technical schools, those focusing with an impact on the timely delivery of new or revised curriculum guides, and those addressing qualitative issues related to the structure and organization of the current curriculum guides and student performance-based recordkeep-ing system. Appendixes include survey instruments and results and meeting summaries. (YLB)

ED 263 388 CE 042 906

ED 263 388 CE 042 906 Computer Technology and Maintenance Curricu-lum. Final Report. Manchester Community Coll., Conn. Spons Agency—Connecticut State Dept. of Educa-tion, Hartford. Bureau of Vocational Services. Pub Date—10 Jun 85

Pub Date—10 Jun 85
Note—40p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Associate Degrees, Community Colleges, "Computers, "Computer Science Education, Course Content, "Curriculum Development, Electromechanical Technology, "Electronics, Equipment Maintenance, Institutional Cooperations, Two Year Colleges, Vocational Education, Vocational Schools
Identifiers—Howell Cheney Vocational Technical

Vocational Schools
Identifiers—Howell Cheney Vocational Technical
School CT, Manchester Community College CT
A project was conducted by Manchester Community College and Howell Cheney Vocational Technical School in Connecticut to develop a joint

curriculum for a two-year computer technology and maintenance program. During the year the project was conducted, a high technology advisory council was formed, consisting of industry and faculty representatives and State Department of Education personnel. The committee discussed educational needs for the program and developed a curriculum and outlines of courses. The curriculum will be either a 30-hour certificate program or a two-year degree program. The target population will be those who wish to enter a high-technology field with growth potential. Courses were scheduled to be offered in the Fall semester of 1985, with the full program in place within the following one and one-half years. It was estimated that the program could accommodate 25-35 full-time students per year. (This report contains the curriculum outline and course descriptions for the following courses: electrical circuits, electronic devices, logic circuits I and course descriptions for the following courses: electrical circuits, electronic devices, logic circuits I and II, minicomputer systems I and II, diagnostic instrumentation, and applied microprocessors.) (KC)

ED 263 389 CE 042 96 Geriatric Curriculum. Health Homemaking Clini-CE 042 907

Manchester Board of Education, Conn.
Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services. Pub Date-15 Jun 85

Pub Date—15 Jun 85
Note—142p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—"Aging (Individuals), Allied Health
Occupations Education, Consumer Economics,
Course Content, "Course Organization, "Educational Gerontology, Educational Resources, Emloyment Opportunities Foods Instruction. nonal Ceronicology, Educational Resources, Em-ployment Opportunities, Foods Instruction, \*Geriatrics, High Schools, Home Economics, Home Health Aides, Homemaking Skills, Home Management, Learning Activities, Older Adults, Recreation, State Curriculum Guides, Visiting Homemakers

Identifiers-Connecticut

Identifiers—Connecticut
This document is a curriculum guide for a one
semester course in geristrics designed to be taught
in high schools in Connecticut. Following introductory material about course philosophy and objectives, and a course outline, the guide contains nine
units. Each unit consists of some or all of the following items: time allotment, overview, outline of subtimes time allotment, overview, outline of subing items: time automent, overview, outline of sub-ject matter, performance objectives, and student learning activities keyed to needed resources. Units cover the following topics: the normal progression of aging, the older person within the community, special needs and problems of the elderly, consumspecial needs and problems of the elderly, consum-erism, food management, home management, recre-ation, career opportunities in geristrics, and clinical guidelines. A list of additional resources (books and films) and a number of handouts complete the guide. (KC)

ED 263 390 CE 042 908 Industrial Arts Curriculum Guide for Automated Machining in Metals Technology. Spons Agency—Connecticut State Dept. of Educa-tion, Hartford. Div. of Vocational, Technical, and Adult Education.

Adult Education. Pub Date—May 85

Pub Date—May 85

Note—61p.; Booklet prepared by the Connecticut
Industrial Arts Association.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Oriented Programs,

\*Course Content, \*Industrial Arts, \*Machine
Tools, Machinists, Metal Industry, \*Metal Working, \*Numerical Control, Patternmaking, Safety,
Secondary Education, State Curiculum Guides. Secondary Education, State Curriculum Guides, Tool and Die Makers

Tool and Die Makers
Identifiers—"Automated Machining
This curriculum guide is designed to be used for
creating programs in automated machining education in Connecticut. The first sections of the guide are introductory, explaining the importance of com-puter-numerically controlled machines, describing the industrial arts scope and sequence for kindergar-ten through adult levels, describing the provisions of Public Law 94-142 (Education for All Handicapped Public Law 94-142 (Education for All Handicapped Act), and the general objectives and prerequisite skills needed for automated machine operators. The guide then provides course outlines for numerical control machining, computerized numerical control (CNC) machining, the CNC lathe, and CNC milling. The guide also introduces the concept of computer-assisted manufacturing and provides safety guidelines for metalworking. A glossary and list of suggested text and reference books complete the guide. (KC)

CE 042 909 ED 263 301 Work Site Training for Special Education Stu-dents. Final Report. American School for the Deaf, West Hartford,

Spons Agency—Connecticut State Dept. of Educa-tion, Hartford, Bureau of Vocational Services. Pub Date—5 Aug 85

Pub Date—5 Aug 83
Note—46p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Disadvantaged, Educational Needs,
"Employment Potential, "Hearing Impairments,
"Job Skills, "Multiple Disabilities, Program Development, "Program Implementation, Secondary Education, Transitional Programs, "Work

ary Education, Transitional Programs, Work Experience Programs
A project was conducted by the American School for the Deaf in Hartford, Connecticut, to train deaf, multiply handicapped students in job readiness skills and to place them in work experience programs. The one-year project served 17 multiply handicapped, hearing-impaired students, 18 to 20 years old, who were enrolled in the Special Unit program of the school. Of these, 47 percent were minorities. Their handicaps included a severe hearing loss and one or more of the following: learning ing loss and one or more of the following: learning disabilities, multilingual backgrounds, educational and/or cultural disadvantagement, educational mental retardation, mild behavioral disorders, and/or visual impairments. Based on their evaluated abilities and the assessment of the instructor, stuabilities and the assessment of the instructor, stu-dents were selected and placed into transitional training work sites through the course of the school year. Students first attended classes on employabil-ity skills, then attended a temporary work assign-ment. Students were then moved into on- and off-campus placement, with eight students completoff-campus placement, with eight students complet-ing off-campus placements and the remainder hav-ing one or more on-campus training jobs. The project was considered successful. Recommenda-tions were made for more aggressively recruiting off-campus employers and training them to work with hearing-impaired multiply handicapped stu-dents. The program may be continued as need-dents. The program may be continued as need-sarise, possibly starting with younger students. (KC)

CE 042 910

Nursing Assistant/Homemaker-Home Aide Component.
East Hartford Board of Education, Conn. Spons Agency—Connecticut State Dept. of Educa-tion, Hartford. Bureau of Vocational Services. Pub Date-15 Jun 85

Pub Date—15 Jun 85
Note—64p; Several pages may not reproduce well due to marginal legibility.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Allied Health Occupations, \*Allied Health Occupations Education, Community Health Services, \*Cooperative Programs, \*Curriculum Development, High Schools, Home Economics, \*Home Health Aides, Homemaking Skills, Home Programs, Institutional Cooperation, \*Nurses Aides, Nursing Education, Program Development, \*Visiting Homemakers Identifiers—East Hartford Public Schools CT The demand for the services of homemaker-home

Identifiers—East Hartford Public Schools CT
The demand for the services of homemaker-home health aides has increased tremendously. In one year, for example, the Visiting Nurse and Home Care Association of East Hartford, Connecticut, had a nearly 155 percent increase in the demand for homemaker-home health aide service. The East Hartford Public Schools developed a vocational program that incorporated a homemaker-home health aide component into the nursing assistant curriculum. More than 15 students were given classroom and clinical instruction in the additional skills and competencies required of a homemaking and room and clinical instruction in the additional skills and competencies required of a homenaking and health aide skills were coordinated with the Visiting Nurse and Home Care Association of East Hartford, Inc. The East Hartford Public Schools has committed itself to this program by hiring an additional staff member and making available the additional facilities require because of the expanded program and increased enrollment. The pilot program was regarded as highly successful by all involved-students, cooperating agencies, and the East Hartford Public Schools. (This report includes such documents as program application and brochures, letter to parents, training contract, clinical performance evaluation, news releases and course evaluation.) (Author/KC) ED 263 393 CE 042 911 ocational Improvement Practices. Promising Practices in Connecticut Vocational and Adult Education

Connecticut State Board of Education, Hartford. Pub Date-85 Note-32p.

Pub Date—32.
Pub Type— Reference Materials - Directories/Catalo.\* (132) — Guides - Non-Classroom (055)
EDRS Price - MP01/PO02 Plus Postage.
Descriptors—\*Adult Education, Agricultural Education, Allied Health Occupations Education, Career Education, Consumer Economics, \*Demonstration Programs, Educationally Disadvantaged, Electronics, Employment Potential, English (Second Language), Industrial Arts, Job Skills, Microcomputers, Occupational Home Economics, Office Occupations Education, Postsecondary Education, Program Descriptions, School Business Relationship, Secondary Education, Special Education, Technical Education, Trade and Industrial Education, Work Experience Programs

dustrial Education, Unemployment, "vocational Education, Work Experience Programs Identifiers—"Connecticut
This compendium provides information concerning promising methods and techniques in vocational and adult education in Connecticut during the 1984-85 school year. It is targeted at educators who wish to improve their own vocational and adult eduwas to improve their own vocational and adult edu-cation programs and services. Practices described in the document were selected by a panel of educators based on the following criteria: the practice meets an identified need for a specific problem or target population; indicators suggest that success is mea-surable; adoption or adaption by others is possible; resources required are practical; and the practice resources required are practical; and the practical has been in operation for at least one year. Programs are presented in alphabetical order by title. Each one-page program description lists descriptors, target audience, major objectives, overview of the proget audience, major objectives, overview of the pro-gram, indicators of success, resources needed, and a contact person. The guide is indexed by vocational education subject areas and by areas of focus. The following 13 programs are described: accelerated secretarial science certificate program, adopt-school program, basic and trade-specific computer literacy, Bloomfield school/business collaborative, literacy, Bloomfield school/business collaborative, business office skills development, career awareness and related employment, developing husbandry skills through small animal learning centers, elec-tronic assembly training, graduation requirements, health occupations-nursing assistant, microcomput-ers in accounting, microcomputer keyboarding for middle/junior high school students, and occupa-tional English as a second language. (KC)

ED 263 394 CE 042 912 Caroer Ladder: Training Guide. Middletown Public Schools, Conn. Spons Agency—Connecticut State Board of Educa-tion, Hartford. Pub Date-85

Note-31p.; For related documents, see CE 042 913-914.

913-914.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC02 Plus Pestage.

Descriptors—Career Development, "Career Education, Career Ladders, Child Caregivers, Clerical Occupations, Employment Programs, "Exceptional Persons, File Clerks, Floriculture, Food Service, Glaziers, High Risk Students, High Schools, Individualized Instruction, Job Skills, "Job Training, Mental Retardation, Metal Working, Nursery Workers (Horticulture). "Occupaing, Nursery Workers (Horticulture), \*Occupa-tional Information, Receptionists. Special

ingal Information, Receptionists, Special Education, \*Work Experience Programs Identifiers—Ornamental Iron Workers

The training outlines contained in these packets are designed as models for work-site analysis and training plan development in cooperative work education and Job Training Partnership Act programs cation and Job Training Partnership Act programs for career ladder students. (Career ladder students are those ranging from the mentally retarded to the high-risk dropout in the regular education program.) Each training packet consists of the following: a brief description of the participating firm, a brief job description, a list of prerequisite skills for the position, a list of on-the-job tasks and required skills, and a career advancement ladder. A training plan form, included in this document, provides a guide to development of an individualized instructional program for participating students. Jobs covered in the packets are file clerk, food service worker, receptionist, ornamental metal layout worker, apprentice glazier, child care aide, and general floral worker.

CE 042 913 EIJ 263 395 CE 042 913 Career Ladder: Vocational Assessment. Middletown Public Schools, Conn. Spons Agency—Connecticut State Board of Educa-tion, Hartford. Pub Date—85

Note-51p.; For related documents, see CE 042

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Pestage.
Descriptors—Adult Basic Education, Adult Students, Aptitude Tests, Career Choice, \*Career Guidance, Elementary Secondary Education, Employment Qualifications, \*Exceptional Persons, \*High Risk Students, Interest Inventories, Learning Disabilities, Mental Retardation, Occupational Tests, Postsecondary Education, Prognostic Tests, Screening Tests, \*Student Evaluation, Testing, Vocational Aptitude, \*Vocational Evaluation

tional Evaluation
This packet on vocational assessment is one in a series of materials for use with career ladder students in the Middletown, Connecticut, Public Schools. Career ladder students are those ranging from the mentally retarded to the high-risk forpout in the regular education program. The document first explains the nature and purpose of vocational assessment. The following tests and assessment instruments are then described: (1) the Texas Education Agency's Steps in Vocational Assessment, (2) the California Occupational Preference System; (3) the Harrington/O'Shea Career Decision Making System; (4) the Picture Interest Exploratory Survey; the Harrington/O'Shea Career Decision Making System; (4) the Picture Interest Exploratory Survey; (5) the Army Career Game Interest Inventory; (6) the P.A.Y.E.S.; (7) the Woodcock Johnson Psy-cho-Educational Battery; (8) the Woodcock Read-ing Mastery Tests; (9) the Wide Range Achievement Test; (10) the Brigance Diagnostic In-ventory of Essential Skills; (11) the Stanford Achievement Test; (12) the Educational Evaluation and Remedial Assistance Mastery-Proficency Ev-Achievement Test; (12) the Educational Evaluation and Remedial Assistance Mastery-Proficiency Exams; (13) the Talent Assessment Programs; (14) the PACG Inventory; (15) the American Association on Mental Deficiency's Adaptive Behavior Scale; (16) the C.I.T.E. Learning Styles Instrument; (17) the Career Maturity Inventory; (18) the Tests of Adult Basic Education; and (19) the Tri-County Cooperative Vocational Assessment forms, which include teacher assessment, prevocational behavioral checklist, vocational planning guide, assessment report, entrance criteria for local community jobs, work-related behavior assessment; in an analysis and work-related behavior assessmen an on-the-job rating form. (KC) ment, job analysis, and

ED 263 396 Career Ladder: Core Curriculum. Middletown Public Schools, Conn CE 042 914 Spons Agency—Connecticut State Board of Educa-tion, Hartford.

Pub Date-85

lote-53p.; For related documents, see CE 042 912-913.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, \*Career Edu-Descriptors—Behavioral Objectives, \*Career Education, Career Exploration, Consumer Education, "Daily Living Skills, Dropout Prevention, Educational Objectives, Employment Interviews, \*Employment Potential, Futures (of Society), \*High Risk Students, High Schools, Job Search Methods, Life Style, \*Mental Retardation, Out of School Youth, Promotion (Occupational), Remedial Mathematics, Safety, Transportation
This packet of learning objectives is one in a series of materials for use with career ladder students in the Middletown, Connecticut, Public Schools. Career ladder students are those ranging from trainable

the Middletown, Connecticut, Public Schools. Career ladder students are those ranging from trainable mentally handicapped to educably mentally handicapped, learning disabled, and the high-risk dropout in the regular education program. The packet contains learning objectives that should be completed by these students. Objectives are grouped into the following categories: independent living, transportation, career exploration, safety, job seeking, interviewing, keeping a job, job advancement, consumer skills, life-style, and future trends. Addenda to the packet include a program of remedial arithmetic for career ladder students and materials for use with out-of-school ob Training Partnership Act participants (a career ladder instructional guide, an assessment guide, and a computer software index). (KC)

ED 263 397

mer-Stein Thelma

orticipation in Crosscultural Settings: A Theory
of Learning as a Process of Experiencing Differ-

Pub Date-8 Nov 85

Pub Date—8 Nov 85
Note—25p.; Paper presented at the National Adult
Education Conference (Milwaukee, WI, November 8, 1985). A microfiche copy of the dissertation
upon which the paper is based is available from
Theses Division, National Library of Canada, Ot-

Theses Division, National Library of Canada, Ot-tawa, Ontario.

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF01 Plus Postage, PC Not Avail-

able from EDRS.

able from EDRS.
Descriptors—Adult Education, "Adult Learning,
Andragogy, "Cognitive Processes, "Cultural Differences, Educational Philosophy, English (Second Language), "Epistemology, "Learning
Theories, "Phenomenology, Postsecondary Education, Teacher Attitudes

Theories, \*Phenomenology, Postsecondary Education, Teacher Attitudes

This paper focuses on aspects of a process of learning (participation) that emerged in a study of crosscultural experiences. As a phenomenological work, this study brings attention to the possibility that how adults learn in everyday life may actually be a process of experiencing the difference between what is familiar and known, and that which is unfamiliar and therefore unknown. The theory presented in the paper is illustrated through the comments and perceptions of an English-as-a-second-language teacher in Canada who had had long experience of other cultures. From the experiences articulated by the teacher a model was generated that depicts a process of learning proceeding in steps through observing (awareness), acting in the scene (knowing), confronting difference (understanding), and involving oneself. The involving phase of the process represents the total acquisition of knowledge, wherein the known becomes familiar and therefore no longer in the forefront of consciousness, i.e., it is taken for granted. The new known then becomes a background for new perceptions of difference and therefore new learning. The paper concludes that confrontation of difference is rewarding because it is an opportunity for learning. warding because it is an opportunity for learning. (KC)

CE 042 918

ED 263 398 CE 042 91
Copland-Wood, Burbara A.
Older Commuter Students and the Collegiste
Experience: Involved or Detached?
Pub Date—Nov 85

Pub Date—Nov 35 Note—21p; Paper presented at the Conference of the American Association for Adult and Continu-ing Education (Milwaukee, WI, November 6-10, 1985).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires

Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Adult Students, "College Students, "Commuting Students, Higher Education, Nontraditional Students, Reentry Students, School Artitudes, Student Attitudes, "Student College Relationablip, "Student Needs, "Student Participation, Undergraduate Students Identifiers—Pennsylvania State University A study was conducted at Pennsylvania State University to determine the degree of involvement in college life of commuter students aged 25 or older. A sample was drawn from a list of 1,449 students identified by the university as being 25 or older. From these names, 502 were selected as commuters (living more than five miles from campus) and received a survey form and cover letter. The questionnaire investigated the students' attitudes about the instructional environment, involvement through participation in cultural/entertainment events, and commuter needs. Of the 502 questionnaires, 174 usable surveys were returned. Respondents were about equally divided by sex; 73 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between the ages of 25 and 34, while 26 percent were between 35 and 54 years of age. Sixty percent of the sample were full-time students. The contention of Chickering and Astin's earlier studies—that commuter students are less involved, academically and societly, with the college campus—was supported by this study. Older commuter students were less likely to study on campus, wer

campus. However, one part of the study suggested that these students may be involved in a different sense-psychologically rather than physically. The study found that these older students need better parking facilities, more flexible scheduling, more lounges or quiet study areas, and improved communications. The survey instrument is appended. (KC)

ED 263 399 CE 042 92 Pasciullo, Robert J. Education and the Adult Learner. Topic Paper No.

Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.
 Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[82]
Note—20p.; For related topic papers, see CE 042 927-930.

927-930.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, \*Adult Learning, \*Adult Students, \*Labor Education, \*Lifelong Learning, Postsecondary Education, long Learning,

This manual provides labor education advisors This manual provides labor education advisors with basic information on adult learners, specifically members of a union, and barriers to lifelong learning. Definitions of adult learners and lifelong learning are first provided. A background section reports that the number of adults representing the rank and file union membership enrolled in lifelong learning courses and programs falls far behind the average for the general adult population. Barriers to education are listed, and characteristics of the worker/vivolence in the second control of the control of the second control of the secon tion are issted, and characteristics of the worker, student are discussed that distinguish an adult learner, and particularly a full-time worker, from the traditional full-time college-age student. The following general types of barriers to continuing education are then considered: informational (application proare then considered: informational (application pro-cedures, program offerings, academic services), cost (tuition, fees, texts and supplies, transportation), in-stitutional (scheduling, lack of program and classes, filled classes, location), time (family, job and union responsibilities), and personal (self-image, feelings of inadequacy). Suggestions for the labor education advisor to use in order to overcome each barrier are offered. Appendixes include information and a chart on adult development and the life-cycle and a bibliograph. (YLB) bibliography. (YLB)

CE 042 927

Schaefer, Dennis P.

Schaefer, Dennis P.
Overcoming Barriers to Workers' Education.
Topic Paper No. 2.
Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—[82]
Note—19p.; For related topic papers, see CE 042
926-930.

Note—19p.; For related topic papers, see CE 042 926-930.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Access to Education, Admissions Counseling, Adult Education, Adult Students, Case Studies, \*Counseling Techniques, \*Educational Counseling, Educational Needs, Pamily Programs, Guidelines, Individual Needs, Information Dissemination, \*Labor Education, \*Post High School Guidance, Postsecondary Education, Stereotypes, Student Financial Aid, Student Motivation, Student Recruitment, Time Management, Unions

This booklet is intended to assist union representatives at plants in counseling workers who want to pursue college studies. Presented first is a hypothetical case study of a 37-year-old printer who would like to attend college at night but who is beset with time, family, and money problems. The remainder of the booklet consists of guidelines and strategies for union representatives to use in helping their co-workers to address similar educational barriers, specifically: inadequate information about educational opportunites and negotiated education benefits, lack of time to pursue an education, insufficient funds for futition and supplies, internal family conflicts resulting from the time and financial constraints imposed by the worker's continuing education plans, pressures from stereotyping by friends and family, and the need for an objective resource person to serve in an advisory or supportive capacity. (MN)

ED 263 401

CE 042 928

Successful Adult Workers' Education Programs.
Topic Paper No. 4.
Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.
Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date—[82]
Note—21p., For related topic papers, see CE 042
926-930.
Pub Types.

Note—21p.; For related topic papers, see CE 042 926-930.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Pins Postage.

Descriptors—Adult Education, Apprenticeships,

"Demonstration Programs, "General Education,

"Labor Education, Liberal Arts, Off the Job
Training, On the Job Training, Postsecondary Education, Retraining, Student Financial Aid, Two
Year Colleges, "Unions
Exemplary projects by unions and colleges are
laying the groundwork for successful workers education. The University Studies/Weekend College
program at Wayne State University (Detroit, MI)
has a classical curriculum in general education that
is both lofty and grounded in those areas most engaging to workers. Support of the United Auto
Workers and the University's Labor Advisory Committee have aided in recruitment and flexible tuition
policy. District Council 37 of the American Federation of State, County, and Municipal Employees
offers varied programs made possible through a fiancial base negotiated with New York City. Prominent in the educational program is the union's own
college. District 1199, a national organization of
hospital workers, has pioneered in providing educational opportunities for its low-income, minority
membership in the New York area. A training fund
pays for general education and occupational uprading and provides for educational leave. The Inmembership in the New York area. A training fund pays for general education and occupational upgrading and provides for educational leave. The International Union of Operating Engineers has established a dual enrollment program with two-year colleges that allows students to earn a journeyman's card and an associate degree simultaneously. Successful programs offer varied types of training and have innovative delivery systems, creative financing, and firm union identification with and support for the endeavor. (YLB)

ED 263 402 CE 042 929

EM 203 402 CE 042 929
Smith, Gregory B.
Types of Workers' Education Benefits. Topic Paper No. 5.
Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date-[82] Note-32p.; For related topic paper, see CE 042 926-930.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Continuing Education, Contracts, "Fining Benefits, Job Training,
"Labor Education, "Leaves of Absence, Scholar-ship Funds, Scholarships, "Student Financial Aid,
"Student Loan Programs, "Trusts (Financial), Tu-

ition Grants
Negotiated educational benefits represent the larger part of union involvement in membership education and training. In order of program incidence within contracts, the six major forms are (1) apprenticeship programs, (2) on-the-job training plans, (3) quition aid plans, (4) educational leave and leave of absence plans, (5) education and training trust fund plans, and (6) scholarship and loan plans. The latter four emphasize access by workers to learning opportunities in postsecondary education institutions and other settings and emphasize skill and knowledge formation not limited to performance of a specified job or occupation. Unionized workers place high value on education. Nonuse stems from a combination of personal fears about ability, lack of encouragement, and scheduling difficulties. Successful educational support of membership utilization of negotiated benefits, ongoing operation and promotion of the benefit program, and linkages with local education providers. Most successful benefit plans contain the following provisions and fearures: board education providers. Most successful benefit plans contain the following provisions and features: board edigibility criteria, simplified and flexible application approval procedures, board course coverage, liberal financing provisions, flexibility of work and educations scheduling, provision for career and/or educational counseling, and active plan promotion and publicity campaigns. (YLB) ition Grants Negotiated educational benefits represent the

ED 263 403 St. Clair, Donald D. CE 042 930

Labor Advisory Boards for Workers' Education Programs. Topic Paper No. 7.

Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services. Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC. Pub Date—[82]

Note—17p., For related topic papers, see CE 042 926-929.

926-929.

Pub Type— Guides - Non-Clasaroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Adult Education, Adult Programs,
"Advisory Committees, "Cooperative Planning,
Coordination, "Labor Education, Postsecondary
Education, Program Development, Public Relations," School Community Relationship, "Unions
This guide, which is geared toward faculty at institutions of higher education that are in the process of tunous or migner education that are in the process of developing a program for working adults in a com-munity with a strong unionized working force, pres-ents guidelines for establishing and developing a working relationship with a labor advisory board. The rationale behind establishing such a board is discussed. Next, guidelines are set forth for contacting potential advisory board members. Principles of organizing an advisory board memoers. Frinciples of organizing an advisory board are outlined. Criteria for selecting an individual to serve as the executive of the advisory board are examined. The various functions of a union advisory board are described. The final section contains 10 political principles that should be observed when establishing and working

ED 263 404 CE 042 932

ED 263 404

Blair, Louis Helion

Technological Change and Employment in Western Europe. Research Report Series.

National Commission for Employment Policy (DOL), Washington, D.C.

Report No.—RR-85-12

Pub Date—Jul 85

with a union advisory board. (MN)

Pub Date—Jul 85
Note—40p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Adult Education, Adults, Career Education, \*Employment Problems, Foreign Countries, \*Labor Market, \*National Programs, Countries, \*Labor Market, \*National Programs, \*Text Pubmiches, \*Scandage, Education. Postsecondary Education, Secondary Education, \*Technological Advancement, \*Unemployment, Warld Problems

Identifiers-\*Europe (West), Great Britain, Swe-

den, West Germany

Western European governments have expressed concern over the impact of technological change on employment and appropriate policies and programs to facilitate labor market adjustment. Sweden, Great Britain, and the Federal Republic of Germany are among the most active countries in examining are among the most active countries in examining the issue and developing programs to respond to it. National strategies for addressing employment-related problems arising from technological change vary. Sweden is concerned about societal impacts, receptivity to anticipating technological change, and facilitation of labor market adjustment. Great Britain recognizes the need for the broad adoption of new technologies but does not appear to have a major national strategy for anticipating impacts. Germany's strategy centers on national recognize Germany's strategy centers on national programs to promote the diffusion of microelectronics and compromote the diffusion of microelectronics and computer technologies and to monitor impacts. Sweden's innovative programs for dealing with technological change include computer training and funding for industry's and labor's development of innovative training approaches. Programs in Great Britain include one to encourage industrial applications of and training in microelectronics and periodic surveying of industrial diffusion of computer-based technology. Germany has an extensive program to promote information technology through computer education and pilot projects for retraining. Common problems include worker dislocation, computer training of the future work force, workers with inappropriate skills, new technology introduction with minimal labor market impacts, training of the managerial work force, and monitortraining of the managerial work force, and monitor-ing impacts. (YLB)

ELI 203 405

Reubens, Beatrice G.

Adult Education and Training in Western European Countries.

National Commission for Employment Policy (DOL), Washington, D.C.

Report No.—RR-86-02

Pub Date—Jan 86

Note—Sin. ED 263 405 CE 042 933 Note-51p.

Pub Type— Reports - Research (143) EDRS Price - MF01/PC03 Plas Postage. Descriptors—\*Access to Education, \*Adult Courseling, \*Adult Education, Adult Educators, Adult Learning, Adult Literacy, Agency Cooperation, Disabilities, Educational Certificates, \*Educa-

Learning, Adult Literacy, Agency Cooperation, Disabilities, Educational Certificates, Educational Crotificates, Educational Practices, Federal Aid, Fernales, Foreign Countries, Illiteracy, Industrial Training, Information Sources, Inplant Programs, Institutional Cooperation, Job Training, Models, \*Staff Development, Standards, Student Certification, Teacher Education, \*Teaching Methods, Unemployment, Womens Education
Identifiers—\*Europe (West), United States
No single system or model of adult education and training describes the actual situation in the countries of Western Europe. Considerable variability exists from nation to nation in regard to scope, characteristics, organization, and financing. The countries, however, share an interest in the deliberate expansion of all phases of adult education. In contrast to the United States, Western European countries divide education and training responsibilities between separate national agencies, exhibit ties between separate national agencies, exhibit more government promotion and support for adult education, and have publicly sponsored vocational training for adults that is more permanently established, better organized and financed, more able to teach a large range of skills, and is more widely used by the labor force. Despite these general differences, by the labor force. Despite these general differences, many general and specific approaches in Western European countries offer potentially useful leads for U.S. policymakers. Policies and practices that seem particularly pertinent to U.S. concerns fall into seven areas: (1) providing wider access to adults; (2) targeting on special problems and groups; (3) information, counseling, and supervision of standards; (4) staffing, training, learning methods, and accredition; (5) breaking down institutional rigidities and tation; (5) breaking down institutional rigidities and divisions of authority; (6) financing public adult education and training; and (7) increasing the training offered by employers. (YLB)

CE 042 934 ED 263 406

ED 263 406
CE 042 934
Coperative Education Programs for Students with
Special Needs.
National Child Labor Committee, New York, N.Y.
Spons Agency—Atlantic Richfield Foundation, Los
Angeles, CA; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New
York, N.Y.; Mott (C.S.) Foundation, Flint, Mich. Pub Date-84

Pub Date—64
Note—124p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Ancillary School Services, Career
Guidance, \*Cooperative Education, \*Disabilities, Oudance, Cooperative Equation, "Disabilities, "Disadvantaged, Job Development, "Job Placement, Program Design, Program Development, Program Evaluation, "Program Implementation, Secondary Education, "Student Employment, Student Motivation, Student Recruitment, Teacher Selection
Identifiers—\*Special Needs Students
This manual for state, district, and local school

officials and employers provides information and officials and employers provides information and techniques for designing and implementing succeasful cooperative education programs for students with special needs. An introduction defines "special needs" and discusses characteristics of successful programs. Information on selecting and training teacher/coordinators is accompanied by an assessment instrument. These topics are then addressed: vocational guidance, recruiting students with special needs, preparing special needs students for work, motivation, selective job development and placement, skilled supervision, job design, and structuring the work experiences. Information on the training agreement and training plan is prostructuring the work experiences. Information on the training agreement and training plan is pro-vided, followed by assessment instruments for the materials developed. The manual also discusses sup-port services, improving learning at the workplace, employment after graduation, recognition for sup-porters, and followup evaluation. Six examples of approaches and materials used in cooperative edu-cation programs are given. Other contents include a description of a program for students with special a description of a program for students with special needs, Project Work/Ability-California; hints for improving various elements; an annotated listing of outside resources; two self-assessment instruments for program review; and a bibliography of resources for coordinators and administrators of programs for students with special needs. (YLB)

ED 263 407 CE 042 938 Maione, Ollie, Jr.
Adult Education for the Deaf: Present Dilemma
Future Opportunities.
Pub Date—85 Pub Date-

Pub Date—85
Note—21p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adult Education, Adult Educators,
Educational Needs, \*Hearing Impairments,
\*Teacher Characteristics, Teacher Education,
Teacher Supply and Demand, \*Teaching Meth-

A need exists to train persons to work with hear-ing-impaired adults. While the physical effects of ing-impaired adults. While the physical effects of deafness are significant, the greatest impact on the hearing-impaired person lies in the psychological area. Psychological implications are separation from the mainstream, joining and identifying with persons of similar disabilities, and perceived academic sons of similar disabilities, and perceived academic inferiority. Formal education of the hearing-impaired child should begin as soon as the impairment has been diagnosed. Early training, preschool programs, and elementary and secondary education focus on development of language. Postsecondary programs, while not plentiful, are available. Continuous continuous and continuous continu tinuing education programs are not nearly so preva-lent. Trends in American society with implications ent. Trends in American society with implications for the hearing impaired are the movements (1) to an information society, (2) from institutional help to self-help, (3) toward a participatory democracy, and (4) from a hierarchical society to one comprised of networks. A hearing person/educator requires certain attributes to work with the hearing impaired interest in working with them; natural, face-to-face communication; efforts to learn sign language; and use of interpreters and counselors who are hearing impaired. Techniques useful in educating the hearing impaired are learning; use of deaf persons, interpreters, or other support persons; captioned films; and demonstrations. (YLB)

ED 263 408 CE 042 940 Retirement before Age 65 Is a Growing Trend in the Private Sector. Report to the Chairman, Subcommittee on Civil Service, Post Office and General Services, Committee on Govern

Affairs, United States Senate.
General Accounting Office, Washington, D.C.
Report No.—GAO/HRD-85-81

Pub Date-15 Jul 85

Note—25p.

Available from—U.S. General Accounting Office,
Document Handling and Information Services
Facility, P.O. Box 6015, Gaithersburg, MD 20877

Facility, P.O. Box 6013, Gaithersburg, MD 20877 (First five copies free; additional copies: \$3.25 bound, \$1.00 unbound). Pub Type— Reports - Research (143) EDRS Price - MF01/PO10 Plus Postage. Descriptors— \*Age, \*Early Retirement, Employment Patterns, \*Middle Aged Adults, Older Adults, Retirement, \*Retirement Benefits Identifiers—Private Sector

The General Accounting Office examined retires.

The General Accounting Office examined retireneer a Accounting Office examined retirement age trends in the private sector to assist the Congress in its effort to devise a retirement system for Federal employees. The Census Bureau's Current Population Survey (CPS) was identified as a source of information about private sector retirement patterns. March 1974, 1979, and 1984 data ment patterns. March 1974, 1979, and 1994 data were used to identify persons receiving private pen-sion income and their demographic characteristics. Analysis focused on male and female pension recipi-ents aged 50 and older. About half of the individuals who receive private pensions started receiving them by age 62; almost 60 percent started receiving them before reaching 65. Median retirement age was 62. The proportion of people receiving private pension income at ages under 65 increased rapidly between 173 and 1983. The proportion of all men aged 50 to 64 who received pension income essentially doubled. Women experienced a substantial but smaller increase in pension receipt. About one-third of male increase in pension receipts. About one-man private pension recipients aged 50 to 61 were receiving Social Security disability payments, Suppleceiving Social security disalonity payments, Suppir-mental Security Income, or Workers' Compensation. (Appendixes include a report with the data and methodology used to derive the results. CPS questionnaires regarding type of benefits re-ceived arc also provided.) (YLB)

CE 042 942 Cosmetology Objectives, Career Education. DS Manual 2855.1. Dependents Schools (DOD), Washington, D.C. Dependents School Pub Date—Apr 84

-62p.

Note—62p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Pustaga.
Descriptors—Behavioral Objectives, "Competency
Based Education, "Coametology, Disabilities,
"Educational Facilities Design, Educational Facilities Planning, Individual Development, Individualized Education Programs, "Laboratories,
Laboratory Equipment, "Mainstreaming, Secondary Education, Trade and Industrial Education
This instructor guide provides materials for a cosmetology program in the Department of Defense
Dependents Schools. While enabling the high
school student to pursue a career in cosmetology or
related fields, the program offers consumer skills for
all students in personal development, hair styling,
make-up, and other sreas of cosmetology. Introductory materials include the philosophy of cosmetology, organization and numbering code, and use of
symbols. The general and program objectives appear next. Instructional objectives are shown with
recommended instructional level, including suggested entry point and level at which proficiency
would be expected. An organizational pattern for
cosmetology precedes course descriptions and time
allocations for modeling (grades 7-12), exploratory
cosmetology (7-8), basic cosmetology (8-12), and
advanced cosmetology (9-12). Requirements for
cosmetology laboratories include functional zones,
laboratory layout, and recommended safety and
health procedures and practices. Information on
mainstreaming covers individualized educational
programs and a competency profile for vocational
teachers instructing sensory and physically impaired students. The following sample documents/forms are provided: interview form, student daily
and yearly records of hours, facility sanitary inspection form, program self-assessment evaluation form, norms are provinced: interview form, student daily and yearly records of hours, facility sanitary inspec-tion form, program self-assessment evaluation form, cosmetology progress reports, and certificate of achievement. Lists of suggested laboratory equip-ment and basic textbooks are appended. (YLB)

263 410 CE 042 943 phic Communications Objectives. Career Edution. DS Manual 2860.1. emdents Schools (DOD), Washington, D.C. ED 263 410

Pub Date-Apr 84

canos. DS Mannas 2001.

Dependents Schools (DOD), Washington, D.C. Pub Date—Apr 84

Note—49p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postags.

Descriptors—Behavioral Objectives, "Competency Based Education, "Educational Facilities Planning, Elementary Secondary Education, "Graphic Arts, Individualized Education Programs, "Laboratories, Laboratory Equipment, "Mainstreaming This instructional guide provides materials for a program in the Department of Defense Dependents Schools designed to provide the high school student with the opportunity to explore graphic communications. Introductory materials include the philosophy of graphic communications, organization and numbering code, and use of symbols. The general and program objectives appear next. Instructional objectives are shown with recommended instructional level, including suggested entry point and level at which proficiency would be expected. An organizational pattern for graphic communications, exploratory graphic communications (grades 6-8), introduction to graphic communications, graphic sommunications laboratories include functional zone, laboratories include functional zone, laboratory layout, suggested equipment list, and recommended safety and health procedures and practices. Information on maintreaming covers individualized educational programs and a competency profile for vocational teachers instructing sensory and physically impaired students. Sample forms provided are student competency certificate and graphic communications appeared (YLB)

ED 263 411

CE 042 947

ED 263 411 CE 042 947 Keys to Cooperative Education Programs. Volume

I.
National Child Labor Committee, New York, N.Y.
Spons Agency—Atlantic Richfield Foundation, Los
Angeles, CA.; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, Flow
York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
Pub Date—84
Note—68p.; For Volume II, see CE 042 948.
Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage. Descriptors—"Cooperative Education, "Program Design, "Program Evaluation, Program Implementation, Secondary Education, "Self Evalua-

Design, "Program Evaluation, Program Implementation, Secondary Education, "Self Evaluation (Groups)

This first volume of a two-volume manual provides a structure for the analysis of the design of cooperative education and the implementation of the design in terms of the 49 key elements of cooperative education. It is intended for use by persons responsible for cooperative education at state and local levels. Volume I contains the introduction and a section on how to use the manual which provides: general information about the key element approach, the definitions of the key element, an out-ine of the distribution of elements by level of importance and functional area, suggestions on how to incorporate materials from a key element description into the design, a discussion of general problems involved in attempts to replicate an element, and some techniques for modifying a key element to make it fit the parameters of a specific situation. This volume also contains the appendixes, including definitions of key elements (arranged into functional areas and grouped within area by level of importance), a form with instructions for making a force-field analysis, an example of a completed force-field analysis, and a worksheet for planning changes to improve an element. (YLB) changes to improve an element. (YLB)

CE 042 948 Keys to Cooperative Education Programs, Volume

II.
National Child Labor Committee, New York, N.Y.
Spons Agency.—Atlantic Richfield Foundation, Los
Angeles, CA; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, Pint,
York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

Tork, N.T.; Mott (C.S.) Foundation, Finit, Mich. Pub Date—84
Note—327p.; For Volume I, see CE 042 947.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Community Support, "Cooperative Education, Educational Objectives, "Program Design, Program Development, "Program Evaluation, Program Implementation, Public Relations, Secondary Education, "Self Evaluation (Groups), Student Evaluation, Teacher Selection
This second volume of a two-volume manual provides a structure for the analysis of the design of cooperative education and the implementation of the design in terms of the 49 key elements of cooperative education. It is intended for use by persons responsible for cooperative education at state and local levels. Volume II is the heart of the manual. Its contains an element description for each of the most local levels. Volume II is the heart of the manual. It contains an element description for each of the most important key elements. For each key element, all or some of these components are provided: definition, objective, discussion, example(s), hints and comments, evaluation, and other resources. Key elements described are: goals, policies, and objectives; program planning; public relations; community support for programs; selecting and training teacher/coordinators; preparing the student for work assignment; criteria for selecting work stations; recruiting employers; matching students and jobs; orienting employers and supervisors; relating in-school and on-the-job learning; improving the work site; evaluation of students\* work performance by employers; use of work performance evaluation by the coordinator; dealing with employers' problems; and follow-up. (YLB) follow-up. (YLB)

Greenan, James P. And Others Generalizable Communications Skills Resource

Directory, Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Company of the Comp cal Educatio

Pub Date—Jun 85 Note—146p.; For related documents, see ED 233 223 and ED 261 255. Pub Type—Reference Materials - Directories/Cat-

Pub Type— Reference Manage alogs (132)

BDRS Price - MF01/PC06 Plas Postage.

Descriptors— "Communication Skills, Educational Resources, Orammar, Instructional Materials, Listening, Listening Skills, "Reading Skills, Secondary Education, "Speech, Speech Skills, Speiling, "Vocabulary, Vocabulary, Skills, "Vocational Education, "Writing (Composition), Writing Education, "Writing (Composition), Writing

guide for vocational educators who need additional instructional material in the teaching of communications or vocationally oriented communications in their classes. The user guide explains the organization and use of the manual. The Communications in their classes. The user guide explains the organization and use of the manual. The Communications Resource Materials section is divided into topic areas. It is composed of books, articles, multimedia, and computer programs. Resources have been chosen for their applicability to middle, junior high, and high school students. The resource materials provide the following information: title (listed alphabetically within each section), author (developer, editor, or agency), source (distributor of the material), description (brief explanation of purpose, some discussion of topics covered, and mention of target audience), and cost. The resources are divided into six categories: words and meanings, reading, writing, speaking, listening, and general. The Teacher Resource Materials section covers many potential areas of assistance for teachers and includes teacher education materials, references on vocational special needs, and program-oriented materials. The List of Publishers lists alphabetically the source of the materials in both resource materials sections. The appendix is a chart illustrating generalizable communications skills by vocational program area and the importance of each skill to each vocational program area. (YLB) vocational program area. (YLB)

ED 263 414 CE 042 961 Black Perspectives on FE Provision. A Sumn Document. Further Education Unit. Further Education Unit, London (England). Report No.—ISBN-0-946469-84-9 Pub Date—85

Pub Date—85
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MFDI/PC01 Plus Postage.
Descriptors—\*Access to Education, \*Black Attitudes, Blacks, \*Community Attitudes, Economically Disadvantaged, Foreign Countries, \*Postsecondary Education, Vocational Education Identifiers—\*Asians, \*Great Britain
This summary report provides information on two surveys of views of the local black communities and Further Education (FE) teachers regarding FE provision. Part I offers background, Part II highlight

Further Education (FE) teachers regarding FE pro-vision. Part I offers background. Part II highlights these common themes: (1) the context is one of a black population exposed to acute economic and social disadvantage; (2) a serious information gap exists between colleges and communities, and this constitutes for many black people the major barrier to FE; (3) evidence of discrimination is apparent in mainstream vocational FE provision; (4) a strong interest is evident in education, not for leisure, but for improvement of work opportunities and life chances; and (5) the way forward may be to create chances; and (5) the way forward may be to create a better understanding of the nature of FE with intensive and relevant marketing. Part III summarizes the project in South London, Part IV, the project in Bradford. Each part describes the project base, sample, and methods. Findings from the South London project are that (1) respondents wanted academic qualifications from post-school education and (2) barriers were lack of information and lack of required qualifications. Findings from the Bradford project are: an ambivalent relationship between the college and the Asian communities, an FE system that is not well understood, and disproportionate that is not well understood, and disproportional distribution of Asian students by subject. (YLB)

EIJ 263 419
Improving the Basic Skills and Job Awareness of Handleapped Students. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Dec 85
Grant—G00830003
Note—224p.; For the Math on the Job booklets, see
CE 042 964-994.

CE 042 964-994.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC09 Plus Postage.
Descriptors—\*Career Awareness, Career Education, Disabilities, \*Emotional Disturbances, Field Tests, Instructional Materials, \*Learning Disabilities, Material Development, \*Mathematics Skills, \*Mental Retardation, Occupational Information, Secondary Education, Skill Development, Special Education, \*Work Environment
Because many handicapped students leave high school without a reasonable knowledge of the world of work, a clear understanding of self in relationship to potential occupational pursuits, or a mastery of the basic skills required to function in different oc-

cupational roles, the National Center for Research in Vocational Education developed and evaluated a set of instructional materials entitled Math on the Job. Thirty instructional booklets and a teacher's Job. Thirry instructional booklets and a teacher's guide were designed for use with mainstreamed mentally retarded, learning disabled, and emotionally disturbed high school students. Drafts of the booklets were pilot tested at four sites. Major revisions were suggested and implemented. Next, eight booklets were field tested with 80 treatment-group and 40 excels secons whether at the four test sites. and 40 control-group students at the four test sites Although program students scored higher on the posttest than did the control group students, their posttest than did the control group students, their gains in knowledge were relatively small. Therefore, the materials were revised extensively and refor-matted. (Appendixes to this report include an occu-pational definitions booklet; lists of occupational tasks, related math skills, and content specifications for 30 occupations; various evaluation forms; the project pre- and posttests; a fact sheet, draft brochure and draft news release describing the book-lets; and a marketing plan.) (MN)

CE 042 964 ED 263 416

Math on the Job. Teacher's Guide.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.

pons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—85 Grant—G008300003

Orant—G008300003
Note—17p; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Career Awareness, Career Education, Disabilities, "Emotional Disturbances, Enrichment Activities, Learning Disabilities, "Mathematics Skills, "Mental Retardation, Secondary Education, Skill Development, Special Education, "Work Environment
This teacher's guide explains the content and scope of a 30-booklet series of instructional booklets that provide various special needs students with the opportunity to explore a career and practice math

opportunity to explore a career and practice math akills simultaneously. The introductory section explains the way in which the series, entitled Math on the Job, will benefit high school students with the following disabilities: mental retardation, learning disabilities, and serious emotional disturbances. The second and third sections outline the scope of the series and provide guidelines for its use. Next, a math competency matrix is presented and ex-plained. A list of suggested enrichment activities concludes the guide. (MN)

CE 042 965

Math on the Job. Heavy Equipment Operator.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Note-24p.; For the other booklets in this series, see CE 042 963-994.

see CE 042 963-994.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— Career Awareness, Career Education, "Disabilities, "Driver Education, Emotional Disturbances, Enrichment Activities, Learning Disabilities, "Mathematics Skills, Mental Retardated Company of the Company o dation, Motor Vehicles, Occupational Informa-tion, Secondary Education, Skill Development, Special Education, \*Work Environment

Identifiers—\*Equipment
Equipment Operators
This booklet is intende Operation.

Equipment Operators
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of heavy equipment operators and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a heavy equipment operators with which the student is likely to be familiar. The next two sections deal with the work environment of the typical heavy equipment operator and the training, education, and deal win the work environment of the typical neavy equipment operator and the training, education, and experience needed for the occupation. Exercises ad-dressing basic math skills used by heavy equipment operators are provided. Various suggestions are listed for students interested in further exploring the occupation of heavy equipment operator. A glossary and answer sheet conclude the booklet. (MN)

ED 263 418 CE 042 966

Math on the Job. Local Truck Driver.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

pons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Grant-G008300003

Grant—G008300003
Note—24p.; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Career Awareness, Career Education, \*Disabilities, \*Driver Education, Emotional Disturbances, Enrichment Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, Motor Vehicles, Occupational Information, Secondary Education, Still Development, Special Education, \*Transportation, \*Work Environment.

ronment
Identifiers—\*Truck Drivers
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of local truck drivers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a truck driver with which the student is likely to be familiar. The next two sections deal with the work environ-ment of the typical truck driver and the training, education, and experience needed for the occupa-tion. Exercises addressing basic math skills used by truck drivers are provided. Various suggestions are listed for students interested in further exploring the occupation of truck driver. A glossary and answer sheet conclude the booklet. (MN)

ED 263 419 CE 042 967

Math on the Job. Motor-Vehicle Mechanic.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Note—27p.; For the other booklets in this series, see CE 042 963-994.

see CE 042 963-994.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Auto Mechanics, \*Career Awareness, Career Education, \*Disabilities, Emotional ness, Career Education, "Disabilities, Emotional Disturbances, Enrichment Activities, Equipment Utilization, Learning Disabilities, "Mathematics Skills, Measurement Equipment, Measurement Techniques, Mental Retardation, "Motor Vehicles, Occupational Information, Secondary Education, Skill Development, Special Education, "Work Environment

This booklet is intended to help mainstreamed This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of motor vehicle mechanics and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a motor vehicle mechanic with which the student is likely to be familiar. The next two sections deal with the work environment of the typical motor vehicle mechanic and the training, education, and experi-ence needed for the occupation. Exercises addressing basic math skills used by motor vehicle mechanics are provided. Various suggestions are listed for students interested in further exploring the occupation of motor vehicle mechanic. A glossary and answer sheet conclude the booklet. (MN)

CE 042 968 Math on the Job. Janitor/Maintenance Person.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Grant-G008300003

Grant—G00830003

Note—25p.; For the other booklets in this series, see CE 042 963-994.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plas Postage.

Descriptors—Building Operation, \*Career Awareness, Career Education, Cleaning, \*Custodian Training, \*Disabilities, Emotional Disturbances, Enrichment Activities, Learning Disabilities,

\*Maintenance, \*Mathematics Skills, Mental Re-

\*Maintenance, \*Mathematics Skills, Mental Retardation, Occupational Information, Secondary Education, Skill Development, Special Education, \*Work Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of janitors and maintenance persons and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those ich tion to the occupation by focusing upon those job tasks of a janitor/maintenance person with which the student is likely to be familiar. The next two sections deal with the work environment of the typi-cal janitor/maintenance person and the training, ed-ucation, and experience needed for the occupation. Exercises addressing basic math skills used by jani-tors/maintenance persons are provided. Various suggestions are listed for students interested in further exploring the occupation of janitor/mainte-nance person. A glossary and answer sheet conclude the booklet. (MN)

CE 042 969 ED 263 421

Math on the Job. Maintenance Mechanic. Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—85 Grant—G008300003

Grant—G008300003 Note—28p.; For the other booklets in this series, see CE 042 963-994. Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01/PC02 Plus Postage. Descriptors—\*Career Awareness, Career Educa-tion, \*P richment Activities, \*Equipment Maintenance, richment Activities, "Equipment Maintenance, Equipment Utilization, Learning Disabilities, "Maintenance, "Mathematics Stills, "Mechanics (Process), Mental Retardation, Occupational Information, Secondary Education, Skill Development, Special Education, "Work Environment This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the recognibilities and working

rstanding of the responsibilities and working conditions of maintenance mechanics and to prac-tice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a maintenance mechanic with which the student is likely to be familiar. The next two sections deal with the work environment of the typical maintenance mechanic and the training, education, and experience needed for the occupation. Exercises address-ing basic math skills used by maintenance mechanics are provided. Various suggestions are listed for students interested in further exploring the occupation of maintenance mechanic. A glossary and answer sheet conclude the booklet. (MN)

ED 263 422 CE 042 970

Math on the Job. Sales Clerk.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-85 Grant---G008300003

Grant—G008300003
Note—28p.; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Arithmetic, "Career Awareness, Career Education, "Disabilities, Emotional Disturbances, Enrichment Activities, Learning Disabilities, "Mathematics Skills, Mental Retardation, Occupational Information, Salesmanship, "Sales Occupations, "Sales Workers, Secondarythous, "Work Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learn-

Into pooket is intended to netp mainstreamed mentally retarded, emotionally disturbed, or learn-ing disabled high school students acquire a basic understanding of the responsibilities and working conditions of sales clerks and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a sales clerk with which the student is likely to be familiar. The next which the student is likely to be laminal. The leaves two sections deal with the work environment of the typical sales cierk and the training, education, and experience needed for the occupation. Exercises ad-dressing basic math skills used by sales cierks are provided. Various suggestions are listed for students interested in further exploring the occupation of sales clerk. A glossary and answer sheet conclude the booklet. (MN)

CE 042 971

Math on the Job. Grain Farmer.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Grant—G008300003
Note—25p.; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Career Awareness, Career Education, \*Disabilities, Emotional Disturbances, Earichment Activities, \*Farmers, Farmer, Occupations, \*Grains (Food), Learning Disabilities, \*Mathematics Skills, Mental Retardation, Occupational Information, Secondary Education, Skill Development, Special Education, \*Work Environment

Skill Development, special Education, when Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of grain farming and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a grain farmer with which the student is likely to be familiar. The next two sections deal with the work environment of the typical grain farmer and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by grain farmers are provided. Various suggestions are listed for students interested in further exploring the occupation of grain farmer. A glossary and answer occupation of grain farmer. A glossary and answ sheet conclude the booklet. (MN)

ED 263 424 CE 042 972 Math on the Job. Accounting Clerk/Bookkeeper.
Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Grant—G008300003
Note—Z6p.; For the other booklets in this series, see CE 042 963-994.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Accounting, \*Bookkeeping, \*Career Awareness, Career Education, Clerical Occupations, \*Disabilities, Emotional Disturbances, Enrichment Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, Occupational Information, Secondary Education, Skill Development, Special Education, \*Work Environment

Development, Special Education, \*Work Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of accounting clerks and bookkeepers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of accounting clerks and bookkeepers with which the student is likely to be familiar. The next two sections deal with the work environment of the typical accounting clerk or bookkeeper and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by accounting clerks and bookkeepers are provided. Various suggestions are listed for students interested in further exploring the occupation of accounting clerk or bookkeeper. A glossary and answer sheet conclude the booklet. (MN)

ED 263 425 CE 042 973

Math on the Job. Cook.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Grant—G008300003 Note—27p.; For the other booklets in this series, see CE 042 963-994. Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01/PC02 Plus Postage. Descriptors—\*Career Awareness, Career Educa-

tion, \*Cooking Instruction, \*Cooks, \*Disabilities, Emotional Disturbances, Enrichment Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, Occupational Information, Secondary Education, Skill Development, Special Education, Work Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of cooks and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a cook with which the student is likely to be familiar. The next two sections deal with the work environment of the typical cook student is likely to be familiar. The next two sections deal with the work environment of the typical cook and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by cooks are provided. Various suggestions are listed for students interested in further exploring the occupation of cook. A glossary and answer sheet conclude the booklet. (MN)

ED 263 426

ED 263 426
Math on the Job. Secretary/Clerk Typist.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Grant—G008300003
Note—25p.; For the other booklets in this series, see CE 042 963-994.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PCD1 Plus Postage.
Descriptors—"Career Awareness, Career Education, Clerical Occupations, \*Disabilities, Emotional Disturbances, Enrichment Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, Occupational Information, Secondary Education, \*Secretaries, Skills Development, Special Education, \*Typewriting, \*Work Environment
This booklet is intended to help mainstreamed

Development, Special Education, "Typewriting. "Work Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of secretaries and clerk typists and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a secretary/clerk typist with which the student is likely to be familiar. The next two sections deal with the work environment of the typical secretary/clerk typist and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by secretaries/clerk typists are provided. Various suggestions are listed for students interested in further exploring the occupation of secretary/clerk typist. A glossary and answer sheet conclude the booklet. (MN)

ED 263 427 CE 042 975

Math on the Job. Meat Cutter.

Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-85 Grant-G008300003

Note-25p.; For the other booklets in this series, see CE 042 963-994.

see CE 042 963-994.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— \*Career Awareness, Career Education, \*Disabilities, Emotional Disturbances, Enrichment Activities, Food Service, \*Food Stores,
Learning Disabilities, \*Mathematics Stills,
\*Meat, Mental Retardation, Occupational Information, Sales Workers, Secondary Education,
Skill Development, Special Education, \*Work

Environment Identifiers—"Meat Cutters

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of meat cutters and to practice basic. conditions of meat cutters and to practice basic math skills necessary in the occupation. The first section pro:idez a brief introduction to the occupa-tion by focusing upon those job tasks of a meat cutter with which the student is likely to be familiar. The next two sections deal with the work environ-ment of the typical meat cutter and the training, education, and experience needed for the occupa-tion. Exercises addressing basic math skills used by meat cutters are provided. Various suggestions are listed for students interested in further exploring the occupation of meat cutter. A glossary and answer sheet conclude the booklet. (MN)

ED 263 428 CE 042 976

ED 263 428
Math on the Jub. Sheet-Metal Worker.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-85

Grant—G008300003
Note—26p.; For the other booklets in this series, see CE 042 963-994.

see CE 042 963-994.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Blueprints, "Career Awareness, Career Education, "Disabilities, Emotional Disturbances, Enrichment Activities, Equipment Utilization, Learning Disabilities, "Mathematics Skills, Mental Retardation, "Metal Working, Occupational Information, Secondary Education, "Sheet Metal Work, Skill Development, Special Education, "Work Environment"

"Sheet Metal Work, Skill Development, Special Education, "Work Environment This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of sheet metal workers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a sheet metal worker with which the student is likely to be familiar. The next two sections deal with the work metal worker with which the student is likely to be familiar. The next two sections deal with the work environment of the typical sheet metal worker and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by sheet metal workers are provided. Various suggestions are listed for students inter-ested in further exploring the occupation of sheet metal worker. A glossary and answer sheet conclude the booklet. (MN)

CE 042 977

Math on the Job. Tractor-Trailer Driver.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Grant—G008300003
Note—26p.; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Career Awareness, Career Education, "Disabilities, Emotional Disturbances, "Employment Qualifications, Enrichment Activities, Learning Disabilities, "Mathematics Skills, Mental Retardation, "Occupational Information, Problem Solving, Secondary Education, Skill Development, Special Education, "Work Environment

Identifiers-Tractor Trailer Drivers, Truck Driv-

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of tractor-trailer drivers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job basks of a tractor-trailer driver with which the student is likely to a familie of the provided with the student is likely to be familiar. The next two sections deal with the work environment of the typical tractor-trailer work environment of the typical tractor-trailer driver and the training, education, and experience needed for the occupation. Exercises addressing ba-sic math skills used by tractor-trailer drivers are provided. Various suggestions are listed for students interested in further exploring the occupation of tractor-trailer driver. A glossary and answer sheet conclude the booklet. (KC)

ED 263 430 CE 042 978

Math on the Job. Construction Laborer. Ohio State Univ., Columbus. National Center for

Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Note-26p.; For the other booklets in this series, see CE 042 963-994. Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors— Building Trades, \*Career Awareness, Career Education, \*Disabilities, Emotional Disturbances, \*Employment Qualifications, Enrichment Activities, Laborers, Learning Disabilities, \*Mathematics Skills, Mental Retardation, ues, "Mathematics Skills, Mental Retardation, Occupational Information, Problem Solving, Sec-ondary Education, "Semiskilled Occupations, Skill Development, Special Education, Work En-

vironment
This booklet is intended to help mainstreamed
mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic
understanding of the responsibilities and working
conditions of construction laborers and to practice
basic math skills necessary in the occupation. The
first section provides a brief introduction to the occupation by focusing upon those job tasks of a construction laborer with which the student is likely to
the familier. The next two sections deal with to be familiar. The next two sections deal with the work environment of the typical construction laborer and the training, education, and experience needed for the occupation. Exercises addressing ba-sic math skills used by construction laborers are sic man axing used by construction indorers are provided. Various suggestions are listed for students interested in further exploring the occupation of construction laborer. A glossary and answer sheet conclude the booklet. (KC)

CE 042 979

Math on the Job. Cashier.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Jote—28p.; For the other booklets in this series, see CE 042 963-994.

see CE 042 93-5994.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Career Awareness, Career Education, "Disabilities, Emotional Disturbances, "Emtion, "Disabilities, Emotional Disturbances, "Employment Qualifications, Enrichment Activities, Learning Disabilities, "Mathematics Skills, Mental Retardation, "Occupational Information, Problem Solving, Secondary Education, Skill Development, Special Education, "Work Environ-

ment
Identifiers—"Cashiers
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of cashiers and to practice basic math continuous or cassiers and to practice assic main skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a cashier with which the student is likely to be familiar. The next two sections deal with the work environment of the typical cashier and the training, education, and exsyptoms easurer and the training, education, and ex-perience needed for the occupation. Exercises ad-dressing basic math skills used by cashiers are provided. Various suggestions are listed for students interested in further exploring the occupation of ca-shier. A glossary and answer sheet conclude the booklet. (KC)

ED 263 432 CE 042 980 Math on the Job. Computer Service Technician.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-85 Grant-G008300003

Tote—24p.; For the other booklets in this series, see CE 042 963-994.

Note—249.; For the other bookiets in this series, see CE 042 963-994.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Phs Postage.

Descriptors—"Career Awareness, Career Education, "Disabilities, Emotional Disturbances, "Employment Qualifications, Enrichment Activities, "Equipment Maintenance, Learning Disabilities, "Authernatics Skills, Mental Retardation, "Occupational Information, Problem Solving, Secondary Education, Skill Development, Special Education, Work Environment Identifiers—"Computer Technicians

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of computer service technicians and to practice basic math skills necessary in the occupation. The first section provides a brief introduction

to the occupation by focusing upon those job tasks of a computer service technician with which the student is likely to be familiar. The next two sections student is likely to be familiar. The next two sections deal with the work environment of the typical computer service technician and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by computer service technicians are provided. Various suggesservice technicians are provided. Various suggestions are listed for students interested in further exploring the occupation of computer service technician. A glossary and answer sheet conclude the booklet. (KC)

CE 042 081 ED 263 433

ED 263 433 CE 042 981 Math on the Job. Programmer. Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Note-25p.; For the other booklets in this series, see CE 042 963-994.

Note—25p.; For the other bookiets in this series, see CE 042 963-994.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plas Postage.

Descriptors—\*Career Awareness, Career Education, Computer Science Education, 'Disabilities, Emotional Disturbances, \*Employment Qualifications, Enrichment Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, \*Occupational Information, Problem Solving, \*Programers, Secondary Education, Skill Development, Special Education, Work Environment This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of programmers and to practice basic mast skills necessary in the occupation. The first

conductions of programmers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupa-tion by focusing upon those job tasks of a program-mer with which the student is likely to be familiar. The next two sections deal with the work environnee next two seconds occas with the work environ-ment of the typical programmer and the training, education, and experience needed for the occupa-tion. Exercises addressing basic math skills used by programmers are provided. Various suggestions are programmers are provided. Various suggestions are listed for students interested in further exploring the occupation of programmer. A glossary and answer sheet conclude the booklet. (KC)

ED 263 434 CE 042 982

Math on the Job. Plumber.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—85 Grant—G008300003

Grant—G008300003
Note—27p.; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Career Awareness, Career Education, \*Disabilities, Emotional Disturbances, \*Employment Qualifications, Enrichment Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, \*Occupational Information, a Plumbing, Problem Solving, Secondary Education, Skill Development, Special Education, Work Environment

Insurronment
This booklet is intended to help mainstreamed
mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic
understanding of the responsibilities and working
conditions of plumbers and to practice basic math conditions of plumbers and to practice basic mata skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a plumber with which the student is likely to be familiar. The next two sections deal with the work environment of the typical plumber and the training, education, and ex-sercing a redd for the occupation. Exercises syptoat putmoer and the training, education, and ex-perience needed for the occupation. Exercises ad-dressing basic math skills used by plumbers are provided. Various suggestions are listed for students interested in further exploring the occupation of plumber. A glossary and answer sheet conclude the booklet. (KC)

Math on the Job. Taxi Driver.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Note—27p.; For the other booklets in this series, see CE 042 963-994.

see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Career Awareness, Career Education, "Disabilities, Emotional Disturbances, "Employment Qualifications, Enrichment Activities, Learning Disabilities, "Mathematics Skills, Mental Retardation, "Occupational Information, Problem Solving, Secondary Education, Skill Development, Special Education, Work Environ-

velopment, Special Education, Work Environment
Identifiers—\*Taxicab Drivers
This booklet is intended to help mainstreamed
mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basiunderstanding of the responsibilities and working
conditions of taxi drivers and to practice basic math
skills necessary in the occupation. The first section
provides a brief introduction to the occupation by
focusing upon those job tasks of a taxi driver with
which the student is likely to be familiar. The next
two sections deal with the work environment of the
typical taxi driver and the training, education, and
experience needed for the occupation. Exercises addressing basic math skills used by taxi drivers are
provided. Various suggestions are listed for students
interested in further exploring the occupation of taxi
driver. A glossary and answer sheet conclude the
booklet. (KC)

FD 263 436 CE 042 984

Math on the Job. Painter.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Note—26p.; For the other booklets in this series, see CE 042 963-994.

see CE 042 90.5-994.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Career Awareness, Career Education, \*Disabilities, Emotional Disturbances, \*Em-

tion, "Disabilities, Emotional Disturbances, "Employment Qualifications, Enrichment Activities, Learning Disabilities, "Mathematics Skills, Mental Retardation, "Occupational Information, "Painting (Industrial Arts), Problem Solving, Secondary Education, Skill Development, Special Education, Work Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of painters and to practice basic math skills necessary in the occupation. The first section conditions of painters and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a painter with which the student is likely to be familiar. The next two sections deal with the work environment of the typical painter and the training, education, and exsypical painter and the training, education, and ex-perience needed for the occupation. Exercises ad-dressing basic math skills used by painters are provided. Various suggestions are listed for students interested in further exploring the occupation of painter. A glossary and answer sheet conclude the booklet. (KC)

Math on the Job. Radio-TV Service Person.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date-85 Grant-G008300003

Pub Date—85
Grant—G008300003
Note—28p; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Pustage.
Descriptors—\*Career Awareness, Career Education, \*Disabilities, Emotional Disturbances, \*Employment Qualifications, Enrichment Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, \*Occupational Information, Problem Solving, Secondary Education, Skill Development, Special Education, \*Television Radio Repairers, Work Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of radio-TV service persons and to practice basic math skills necessary in the occupation.

The first section provides a brief introduction to the occupation by focusing upon those job tasks of a radio-TV service person with which the student is radio-TV service person with which the student is likely to be familiar. The next two sections deal with the work environment of the typical radio-TV ser-vice person and the training, education, and experi-ence needed for the occupation. Exercises addressing basic math skills used by radio-TV ser-vice persons are provided. Various suggestions are listed for students interested in further exploring the and answer sheet conclude the booklet. (KC)

ED 263 438 CE 042 986 ED 263 438

CE 042 986
Math on the Job. Combination Welder.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Tote-29p.; For the other booklets in this series, see CR 042 963-994.

see CE 042 963-994. Pub Type— Guides · Classroom · Learner (051) EDRS Price · MF01/PC02 Plus Postage. Descriptors— \*Carreer Awareness, Carreer Education, \*Poisabilities, Emotional Disturbances, \*Emnon, "Disabilities, Emotional Disturbances, "Em-ployment Qualifications, Enrichment Activities, Learning Disabilities, "Mathematics Skills, Men-tal Retardation, "Occupational Information, Problem Solving, Secondary Education, Skill De-velopment, Special Education, "Welding, Work

Environment
This booklet is intended to help mainstreamed
mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic
understanding of the responsibilities and working
conditions of combination welders and to practice conditions of combination weiders and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the oc-cupation by focusing upon those job tasks of a com-bination welder with which the student is likely to be familiar. The next two sections deal with the work environment of the typical combination work environment of the typical combination welder and the training, education, and experience needed for the occupation. Exercises addressing ba-sic math skills used by combination welders are pro-vided. Various suggestions are listed for students interested in further exploring the occupation of combination welder. A glossary and answer sheet conclude the booklet. (KC)

ED 263 439 CE 042 987

ED 263 459

Math on the Job. Waiter/Waitress.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-85 Grant-G008300003

Grant—G008300003
Note—28p.; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PO12 Plus Postage.
Descriptors—"Career Awareness, Career Education, "Disabilities, Emotional Disturbances, "Employment Qualifications, Enrichment Activities, "Food Service, Learning Disabilities, "Mathematics Skills, Mental Retardation, "Occupational Information, Problem Solving, Secondary Education, Skill Development, Special Education, Work Environment
Identifiers—"Waiters Waitresses
This booklet is intended to help mainstreamed

tion, Work Environment
Identifiers—"Waiters Waitresses
This booklet is intended to help mainstreamed
mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic
understanding of the responsibilities and working
conditions of waiters/waitresses and to practice basic math skills necessary in the occupation. The first
section provides a brief introduction to the occupation by focusing upon those job tasks of a waiter/
waitress with which the student is likely to be
familiar. The next two sections deal with the work
environment of the typical waiter/waitress and the
training, education, and experience needed for the
cocupation. Exercises addressing basic math skills
used by waiters/waitresses are provided. Various
suggestions are listed for students interested in further exploring the occupation of waiter/waitress. A
glossary and answer sheet conclude the booklet.

(KC)

ED 263 440 CE 042 988 Math on the Job. Barber/Cosmetologist.
Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date-85

Grant-G008300003

Pub Date—85
Grant—G00830003
Note—289; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Barbers, \*Career Awareness, Career Education, \*Cosmetology, \*Disabilities, Emotional Disturbances, \*Employment Qualifications, Enrichment Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, Occupational Information, Problem Solving, Secondary Education, Skill Development, Special Education, Work Environment
This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of barbers/cosmetologists and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a barber/cosmetologist with which the student is likely to be familiar. The next two sections deal with the work environment of the typical barber/cosmetologist and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by barbers/cosmetologists are provided. Various suggestions are listed for students interested in further exploring the occupation of sic math skills used by barbers/cosmetologists are provided. Various suggestions are listed for students interested in further exploring the occupation of barber/cosmetologist. A glossary and answer sheet conclude the booklet. (KC)

Math on the Job. Machinist.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—85 Grant—G008300003

Grant—G00830003
Note—26p.: For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—"Career Awareness, Career Education, "Disabilities, Emotional Disturbances, Learning Activities, Learning Disabilities, "Machinists, "Mathematics Skills, Mental Retardation, Secondary Education, Special Education, Trade and Industrial Education, Vocabulary, "Work Environment" \*Work Environment

"Work Environment
This booklet is intended to help mainstreamed
mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic
understanding of the responsibilities and working
conditions of machinists and to practice basic math conditions of machinans and to present uses the skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a machinist with which the student is likely to be familiar. The next which the student is likely to be familiar. The next two sections deal with the work environment of the typical machinist and the training, education, and experience needed for the occupation. Exercises adressing basic math skills used by machinists are provided. Various suggestions are listed for students interested in further exploring the occupation of machinist. A glossary and answer sheet conclude the booklet. (YLB)

CE 042 990 ED 263 442

Math on the Job. Receiving Clerk.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

lote-26p.; For the other booklets in this series, see CE 042 963-994.

see CE 042 963-994.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF0L/PC02 Plus Pestage.

Descriptors—"Career Awareness, Career Education, Clerical Occupations, "Disabilities, Emotional Disturbances, Learning Activities, Learning Disabilities, "Mathematics Skills, Merial Retardation, Secondary Education, Special Education, "Trade and Industrial Education, Vocabulary, "Work Environment Identifiers—"Receiving Clerks

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working

conditions of receiving clerks and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a receiving clerk with which the student is likely to be familiar. The next two sections deal with the work environment of the typical receiving clerk and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by receiving clerks are provided. Various suggestions are listed for students interested in further exploring the occupation of receiving clerk. A glossary and the occupation of receiving clerk. A gloss answer sheet conclude the booklet. (YLB)

Math on the Job. Metal Product Assembler, Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Grant—G008300003

Note—26p.; For the other booklets in this series, see CE 042 963-994.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Assembly (Manufacturing), \*Career Awareness, Career Education, \*Disabilities, Emotional Disturbances, Learning Activities, Learning Disabilities, \*Mathematics Skills, Mental Retardation, \*Metal Working, Production Technicians, Secondary Education, Special Education, \*Irrade and Industrial Education, Vocabulers, \*West Environment

cation, "Trade and Industrial Education, Vocabu-lary, "Work Environment This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of metal product assemblers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a The first section provides a brief introduction to the occupation by focusing upon those job tasks of a metal product assembler with which the student is likely to be familiar. The next two sections deal with nkey to be ramiliar. The next two sections deal with the work environment of the typical metal product assembler and the training, education, and experi-ence needed for the occupation. Exercises address-ing basic math skills used by metal product assemblers are provided. Various suggestions are listed for students interacted in further experience. listed for students interested in further exploring the occupation of metal product assembler. A gloss and answer sheet conclude the booklet. (YLB)

ED 263 444 CE 042 992

ED 263 444
Math on the Job. Nurse Aide/Assistant.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-85 Grant-G008300003

lote—27p.; For the other booklets in this series, see CE 042 963-994.

sec CE 042 963-994.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Allied Health Occupations Education, "Career Awareness, Career Education, "Disabilities, Emotional Disturbances, Learning Activities, Learning Disabilities, "Mathematics Skills, Mental Retardation, "Nurses Aides, Secondary Education, Special Education, Vocabulary, "Work Environment

lary, Work Environment
This booklet is intended to help mainstreamed
mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic
understanding of the responsibilities and working
conditions of nurse aides/assistants and to practice conditions or intre sloces assistants and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the oc-cupation by focusing upon those job tasks of a nurse aide/assistant with which the student is likely to be aide assistant with which the student is likely to be familiar. The next two sections deal with the work environment of the typical nurse aide assistant and environment of the typical nurse aide/assistant and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by nurse aides/assistants are provided. Various suggestions are listed for students inter-ested in further exploring the occupation of nurse aide/assistant. A glossary and answer sheet con-clude the booklet. (YLB)

CE 042 993 ED 263 445 Math on the Job. Electrician.
Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency-Office of Special Education and

Rehabilitative Services (ED), Washington, DC.

Pub Date—85 Grant—G008300003

Crant—G08300001
Note—26p.; For the other booklets in this series, see CE 042 963-994.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Career Awareness, Career Education, "Disabilities, "Electricians, Electricity, Emotional Disturbances, "Industrial Arts, Learning Activities, Learning Disabilities, "Mathematics Skills, Mental Retardation, Secondary Education, Special Education, Vocabulary, Work Environment.

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learn-ing disabled high school students acquire a basic understanding of the responsibilities and working understanding of the responsibilities an working conditions of electricians and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a electrician with which the student is likely to be familiar. The next which the student is likely to be faithful. The heat two sections deal with the work environment of the typical electrician and the training, education, and experience needed for the occupation. Exercises ad-dressing basic math skills used by electricians are provided. Various suggestions are listed for students interested in further exploring the occupation of electrician. A glossary and answer sheet conclude the booklet. (YLB)

CE 042 994 ED 263 446

Math on the Job. Carpenter.

Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency:—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-85

Grant-G008300003 Note-29p.; For the other booklets in this series, see CE 042 963-993.

see CE 042 963-993.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors— Building Trades, "Career Awareness, Career Education, "Carpentry, "Disabilities, Emotional Disturbances, "Industrial Arts, Learning Activities, Learning Disabilities, "Mathematics, Scille, Mostale Restadding, Secondaries, Sec ics Skills, Mental Retardation, Secondary Education, Special Education, Vocabulary, Work

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learn-ing disabled high school students acquire a basic understanding of the responsibilities and working conditions of carpenters and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a carpenter with which the student is likely to be familiar. The next two sections deal with the work environment of the two sections deal with the work environment of the typical carpenter and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by carpenters are provided. Various suggestions are listed for students interested in further exploring the occupation of carpenters. carpenter. A glossary and answer sheet conclude the booklet. (YLB)

ED 263 447 CE 042 995

Melo. Alberto
Adult Education in Portugal, Adult Education in
Europe Studies and Documents No. 16.
European Centre for Leisure and Education, Prague
(Czechoslovakia).

Pub Date-83

Note-99p.; Parts of document contain small, light

type.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrators, Adult Bducators, \*Adult Education, Adult Educations, \*Adult Programs, Adult Vocational Education, Educational Administration, \*Educational History, Educational Policy, Educational Principles, Educational Research, \*Educational Trends, Foreign Countries, High School Equivalency Programs, \*Vocational Education

This report on Portuguese adult education is fo-cused on the principles and practices adopted by the Directorate-General, due to adult education's present embryonic state. Basic statistics and a brief in-troduction appear first. Part I, The System of Adult Education, is presented as a succession of initiatives and takes practically the entire length of the work. The historical development of adult education describes the novelty of adult education, which has only attained a degree of autonomy in the late 1970s. The stages of the development of adult education after 1974 are then discussed, including (1) sic determinants of the comprehensive sys of adult education; (2) the function, objectives, and principles of comprehensive adult education; (3) policymaking, planning, management, and organi-zation of adult education; and (4) plans for further developments. Adult education activities being de veloped by other public organizations are also de-scribed. Part I also addresses three other sectors or subsystems of adult education. One subsystem in-cludes formal (school) adult education activities that provide opportunities for adults to obtain offi-cial educational diplomas at the secondary and university levels. These other subsystems are also considered: qualification-oriented or adult vocaconsulered: quantization-refricted or audit victional education and training and community-based education. Parts II and III briefly address personnel in adult education and theory and research on adult education. (YLB)

ED 263 448

CE 042 996

The Field of Canadian Adult Education: A Bibliographic Inquiry.
Pub Date—15 Dec 84

Pub Date—15 Dec 84

Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adult Education, Adult Educators,
\*Adult Learning, Adults, \*Educational Environment, Educational Research, Foreign Countries,
\*Individual Characteristics, \*Inquiry, \*Learning
Processes, Research Methodology
Identifiers—\*Canada
This study examined writings of Canadian adult

This study examined writings of Canadian adult educators for the purpose of describing their field of inquiry. The study described the field by its four basic areas of inquiry-learner, learning, process, and environment-and by the components of each area. The methodology was divided into three phases: rne memodology was divised into time phases: creation of a glossary of descriptive adult education workds; analysis of key words drawn from titles of a 1983-1984 bibliography of reports, papers, arti-cles, and books; and cross-tabulation of title con-cepts to ascertain significant correlations. Attention was also given to adult educators' approaches to the inquiry process. Findings suggested that Canadian adult educators primarily are interested in the processes of learning and in learning itself. Less interest was directed at the learning environment and learner characteristics. Findings further suggested that the conceptual frameworks used by adult edu-cators tend to include a minimum of two areas of cators send to include a minimum of two areas of inquiry and usually combine three of the four areas. The most frequent dual combinations were learning/environment and learning/process. The triple combination of learning/environment/process combination of learning/environment/process yielded significant correlations. The concept correlations suggested that authors of adult education literature in Canada are generalists whose primary concern is to provide adults with appropriate environments and processes for learning. A short bibliography is included. (Author/YLB)

CE 042 998

ED 203 449 Koch, William H. Sancier, Betty Continuing Education for School Social Workers: A Learner-Friendly Model. Pub Date—9 Nov 85 Note—14p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, Novem-

ber 9, 1985).

ber 9, 1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors— "Educational Needs, Independent
Study, "Models, "Professional Continuing Education, Program Content." Program Design, Program Development, "Program Implementation,
"School Social Workers

This papers reprocess an and reasonical, adult educa-

This paper proposes an andragogical, adult educa-tion, or "learner-friendly" model as an appropriate basis for a program of continuing professional edu-cation, specifically for school social workers. It dis-cusses the various factors that must be taken into account in the design, construction, and execution of such a program. The following factors that may of such a program. The foreign grounding the pro-gram are outlined: status of individual learning, fac-needs, factors relating to self-directed learning, fac-tors relating to job situation, and factors relating to

individual career paths. Other considerations are also addressed, including appropriate content and appropriate learning sources, methods, and formats appropriate learning sources, methods, and formats for a program of continuing professional education for school social workers. Finally, the paper suggests a process involving representatives of the professional association, the employing and regulatory agencies, and university-affiliated educational consultants as a means of leading to the design of a workable processing continuing professional educations. sultants as a means of leading to the design of a workable program of continuing professional education. A chart lists the tasks to be accomplished by the learners and the roles to be played by participants in the design and implementation of the professional design and environment. A short gram (teachers and environment). A bibliography concludes the report. (YLB)

CE 042 999 ED 263 480 CE 042 999 Bruno, Sum J., Ed. Petiti, John D., Jr., Ed. Travel in Time: Tradition to Technology. Proceedings of the 1985 ABC International Convention (Chicago, Illinois, October 1985). Association for Business Communication, Houston,

Pub Date-85 Note-318p.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage. Descriptors—Adult Education, Business Adminis-tration, Business Communication, Business Ed-ucation, \*Communication Skills, Decision Making, Graduate Study, Higher Education, \*Or-

Making, Graduate Study, Higher Education, \*Organizational Communication, Program Effectiveness, Readability, Skill Development, Teaching Methods, Technical Writing, \*Writing Skills These conference proceedings contain the following 23 presentations: "Development of a Communication Skill Model Using Interpretive Structural Modeling" (Karen S. Nantz and Linda Gammill); "The Coincidence of Needs: An Inventional Model for Audience Analysis" (Gins Burchard): "A Computer Alexichter for Measuring Readability" (Tecry. for Audience Analysis" (Gina Burchard); "A Com-puter Algorithm for Messuring Readability" (Terry D. Lundgren); "If Managers Must Write, Manage-ment Students Must Write" (Shirley Kuiper and Cheryl M. Luke); "Communication Effectiveness of Organizational Mission Statements" (Daniel S. Cochran and Fred R. David); "Readability and Ef-fectiveness of Cancer Information Pamphlets, a Pre-liminary. Assessment" (Shirley Kuiper): liminary Assessment" (Shirley Kuiper);
"Communicating Image in Annual Reports: Has
Creative Writing Eliminated Differences?" (Larry R. Smeltzer and Fred G. Stickels); "How Will W Edit Electronically Transmitted Text?" (David K. Farkas); "Ethical Decision Making as a Management Imperative for Organizational Communica-"Using an Interview-Based Approach to Diagnos-ing Functional Organization Problems" (James H. ing Functional Organization Problems" (James H. Conley and P. Nick Blanchard); "Crisis Communication: How to Handle Bad News" (James A. Crapko); "An Investigation of the Environmental Scanning Habits of Managers" (J. Lynn Johnson and Ralph Kuehn); "Storyboarding and Group Writing: Preliminary Findings" (Michael B. Goodman); "Minority Managers' Executives-Their Perceptions of Business Communication" (Herbert W. Hildebrandt); "Collaborative Learning in the Business Writing Classroom" (G. Douglas Meyers); "Teaching Future Managers How to Teach Business Communication Skills" (Charles M. Vance); "Teaching International Business Communication Skills" (Charles M. Vance); "Teaching International Business Communication A Review and Critique" (Gary F. Kohut and Carol M. Baxter); "Business Graduates' Perceptions of Responsibilities for Communication (James Calvert Perceptions of Instruction" (James Calvert Perceptions Calvert Perceptions of Instruction" (James Calvert Perceptions Calvert Perceptions of Instruction" (James Calvert Perceptions of Instruction" (James Calvert Perceptions Calvert Perceptions Calvert Perceptions of Perc Responsibilities for Communication Skills Development: Implications for Instruction" (James Calvert Scott and Carol A. Lundgren); "How Much Grammar Is Enough?" (Michael J. Herrick); "Can Students with Low Grammar Competency Learn Technical Writing Skills?" (Jill Austin, Daniel S. Cochran, Danny R. Arnold); "What You Say Affects How You Say It: Sentence Structure" (Margaret Ann Baker, Particin Ann Pageron San T. rects How You Say It: Sentence Structure" (Marga-ret Ann Baker, Patricia Ann Pearson, Sam L. Graham); "A Developmental Training Approach to the MBA Communication Skills Program" (Marcy L. Krugal); and "Program in Business Communica-tion at the University of Texas at Austin: a Pre-Test-Post-Test and Experimental-Control Group Analysis of the Personnel Department's Training" (James D. Bell and Deborah Kerr). (YLB)

ED 263 451 CG 018 607

ED 263 451

CG 018 607

Solomon, Jonathan M. Strutt, George F., Jr.

Promoting Career Awareness in Psychology through Exploring.

Pub Date—Aug 85

Note—Pp.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Career Awareness, "Career Exploration, "Experiential Learning, High Schools, Program Development, "Program Implementation, "Psychology Identifiers—"Boy Scouts of America This paper describes a career awareness program in psychology sponsored by the Central New York Psychology Association and Hutchings Psychiatric Center, in association with the Exploring program is described as a coeducational program which seeks to provide young people between the ages of 14 and 20 with career awareness opportunities in more than 100 different specialties. The Psychology Explorer Post, which has served an average of 75 high school students in each of its 3 years of operation, is presented as one area of the Explorer program which describes the work lives of psychologists and allows students to gair an understanding of the field of psychology, its educational requirements, and its occupational operational requirements, and its occupational operation in the programs are cateful of psychology Post are explained and problems encountered in implementing the program are discussed. Monthly meetings of the Psychology Post are reviewed which usually involve presentations by practicing psychologists in their respective areas of expertise followed by small group discussions. The establishment of two research groups, one involved in survey research and the other involved in conducting an experiment, are group discussions. The estatonsament of two re-search groups, one involved in survey research and the other involved in conducting an experiment, are described as optional activities for members. The benefits to Post members and to sponsoring organi-zations are described and colleagues are encouraged to establish similar groups in their communities. (Author/NRB)

CG 018 608

E49 263 452

Frochie, Thomas C. And Others
The Chasging Profile in Counselor Trainee Student Bodies.

Pub Date—1 Apr 85

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

cistion (69th, Cnicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Counseling Effectiveness, Counselor
Attitudes, Counselor Characteristics, \*Counselor
Training, \*Graduate Students, Graduate Study,
Higher Education, Longitudinal Studies, \*Personality Traits, \*Sex Differences, \*Student Characteristics, \*Trend Analysis
Identifiers—Indiana University

The counseling profession has changed emphasis
over the past 20 years reflecting a movement in the
field from public school to community service to
private business. Consequently there has also been
a change in the profile of counselor traines. Data
from students (N=238) having attended the counselor training graduate programs at Indiana University over the past 20 years were organized and
entered into a management information system for
future reference. The time period was divided into
five 4-year eras in which various societal changes
occurred. Results from the Fundamental Interpersonal Relations Orientation Scale (FIRO-B), the
Rotter Internality-Externality Scale, the Sixteen aonal Relations Orientation Scale (FIRO-B), the Rotter Internality-Externality Scale, the Sixteen Personality Factor Questionnaire (16FF), the Rokeach Dogmatism Scale, and the Strong-Campbell Interest Inventory (SCII) were analyzed in order to track any significant variances among the eras. The results showed that males and females differed with respect to dogmatism, locus of control, and some FIRO scales. The SCII theme scores and academic comfort scale responses remained constant across the eras. The results suggest that students who select counseling as a profession possess certain core characteristics. While some data suggests that the profile of counselor characteristics for this student body has changed significantly in the past 20 years,

the change in the male/female gender ratio appears to be the single best explanation for adjustments in the psychological profile. (Database software infor-mation is appended.) (TW)

CG 018 609 A Comparison of Adolescent Attitudes of Secondary School Students in Grenada and the United

Pub Date-3 Apr 85

otte—41p; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985).

ciation (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO2 Plus Postage.

Descriptors—Comparative Analysis, Comparative Education, "Cross Cultural Studies, Developing Nations, Educational Policy, High School Students, Interpersonal Relationship, "Occupational Aspiration, "Parent Child Relationship, Secondary Education, "Student Attitudes, "Student Education, "Student Attitudes, "Student Education Objectives Identifiers—"Grenads

The effects of the recently expanded educational services in Grenada have not yet been determined. In 1984 a questionnaire was administered to 729 Grenadian secondary school students to compare their educational and vocational aspirations; attitudes toward family, school, work, and military experience; family backgrounds; subject preferences; study habits; extracurricular activities; and social and political attitudes with those of students from Muncie, Indiana who had completed a similar questionnaire. American students reported a greater number of close friends, while the Grenadians were more likely to have family member confidants. Although Grenadian families tended to be larger than American families, Grenadian mothers and fathers lived apart twice as often as their American counterparts. Compared to American students, Grenadian delications and fathers of the proposed significantly less agreement with parts. Compared to American students, Grenadian students reported significantly less agreement with mothers. Both cultures valued parents vish mothers. Both cultures valued parents spending time with children and respecting their opinions and supported the combination of wife, mother, and career roles for women. Grenadians reported having more school work and reading more books, but remore school work and reading more books, but re-ported receiving lower grades than American stu-dents. Despite the greater demands, students in Grenada expressed a significantly more positive at-titude toward continuing school. Careers in engi-neering and science appealed most to Grenadian boys and the majority of the students' career choices involved further education. Despite the Grenadians' enthusiasm for continuing education, the opportunities for it are highly limited on the island. Rapid economic changes are needed in Grenada in the areas of agriculture, commerce, and industry. (Twenty-seven data tables are included.) (TW)

CG 018 61

Gones, Randall M. Hartmann, Barbara R.

Ego Identity, Self Esteem and Substance Use
during Adolescence.

Burng Adouscence.
Pub Date—Aug 85
Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—\*Adolescent Development, \*Adolescents, \*Drinking, Drug Abuse, \*Prug Use, Interpersonal Communication, Interpersonal
Relationship, Secondary Education, Self Concept,
Self Disclosure (Individuals), \*Self Esteem, Sex
Differences, \*Smoking
Identifiers—Substance Abuse
The similarity of factors which mediate psychoso-

Identifiers.—Substance Abuse
The similarity of factors which mediate psychosocial maturity and those which are associated with substance use or abuse suggests a reciprocal relationship between ego identity development and behavior. Because substance use has increased in our society, has become socially acceptable in some contexts, and has an effect on the perception of experience, it is a potential component of normal ego identity development. The Personal Opinion Survey (POS), a questionnaire measuring demographic information; past and present involvement with alcobol, cigarettes, and illicit drugs; and ego identity development was administered to 2,612 adolescents. The Extended Version of the Objective

Measure of Ego Identity Status (EOM-EIS), incorporated in the POS, measured ego identity in occupational, religious, political, and social contexts with respect to ideological and interpersonal dimensions. Respondent gender was significantly related to six of the eight ego identity subscales: namely, ideological achievement, moratorium, and foreclosure, and interpersonal achievement, foreclosure and diffusion. Interpersonal achievement scores increased with all substance use categories except cigarette experience. Recent substance use gave females significantly higher moratorium scores than similarly classified males. Ideological and interpersonal foreclosure scores decreased with substance use. Significant increases in diffusion scores occurred with marijuan experience and recent use. curred with marijuans experience and recent use. These findings support previous research demonstrating the earlier maturation of females and Erikstrating the earner maturation of remaies and Eng-son's contention that ego identity is affected by experience, but suggest that further research is needed concerning the qualitative and quantitative aspects of the substance use experience. (Graphs and tables are included.) (TW)

CG 018 611

Roberts, Linda J.

Measures of Self-Help Group Quality: Observer and Participant Views.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Aug 85 Grant—NIMH-MH-37390

Note—25p; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

dent observers' (N=11) evaluations and to describe the components of their respective views in terms of the actual behaviors occurring during the meetings. Data were collected in Illinois from 334 meetings. Data were collected in Illinois from 334 meetings of GROW, a self-help organization for individuals with a history of emotional or psychiatric problems, using the Self-Help Interaction Codes (SHIC), an observational coding system designed for the self-help context, and two rating measures. Principal components analyses for participants' and observers' rating measures yielded a single evaluation variable for observers. Multiple regression analyses were performed using the three evaluation variables as criterion variables and the SHIC behavioral courrence variables as predictors. Results indicated currence variables as predictors. Results indicated that participants' positive evaluations of a self-help meeting were predicted by the relative absence of negative behaviors and the presence of supports, interpretations, and guidances. Observers' evaluations were divided into two components, meeting quality and positive meeting climate. Meeting quality was predicted by the relative absence of group process comments and the presence of the agree and personal disclosure codes. Meetings with low proportions of negative behaviors and personal questions and high proportions of supports as currence variables as predictors. Results indicated tions and high proportions of supports and interpretations were rated by the observer as having a positive meeting climate. (Author/NRB)

ED 263 456 CG 018 612 Bates, Marsha E. And Others
A Longitudinal Study of Sensation-Seeking Needs

and Drug Use.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; Na-tional Inst. on Drug Abuse (DHHS/PHS), Rock-

Pub Date-Aug 85 Grant-AA-05823-01; DA-03395-01

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Adolescent Development, Adolescents, Behavior Development, Cross Sectional Studies, "Drinking, "Drug Use, Longitudinal Studies, "Psychological Needs, Young Adults Identifiers—New Jersey, "Sensation Seeking Needs, Substance Abuse Although recent research suggests that drug misuse involves multiple etiologies, more information is needed to aid in the development of individualized treatment regimens. Individuals with high sensation-seeking (SS) needs do not appear to respond well to traditional counseling approaches. Adolescents (N=584) aged 15 or 18 at time 1 (T1) and 18 or 21 at time 2 (T2) completed self-report questionnaires, behavioral tasks, and physiological measures. The results revealed that no reliable age effects on T1 levels of disinhibition needs were obtained. But drug use increased with age both in terms of initial age differences and age changes in the longitudinal study. Subjects reporting low SS needs and showed the lowest levels of use in frequency and quantity. needs initially maintained low S5 needs and showed the lowest levels of use in frequency and quantity. High SS need individuals reported high levels of use at T1 and T2. The probability of getting drunk or high increased for individuals with high S5 needs at either age and either time. The stability of needs over time and the level of needs at Tl accounted for the intensity of several drug taking behaviors over time. While the results demonstrated that the desire for stimulating experiences was a motivational de-terminant during the normal development of drug taking behaviors, the knowledge of SS needs at one point does not provide sufficient information to pre-dict subsequent changes in SS needs or drug taking behaviors. (Data tables are included.) (TW)

ED 263 457 CG 018 613 Drug Abuse in the Military. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Niath Congress, First Session on Re-viewing the Problem of Drug Abuse in the

Congress of the U.S., Washington, D.C. Senste Committee on Labor and Human Resources. Report No.—Senste-Hrg-99-180

Pub Date—27 Jun 85 Note—107p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

aus (1970) EDRS Price - MF01/PC05 Plus Postage. Descriptors.—"Alcoholism, "Drug Abuse, Health Education, Hearings, "Identification, "Illegal Drug Use, Incidence, "Military Personnel, "Pre-

vention Identifiers—Congress 99th
This document contains transcripts of testimonies and prepared statements from the Congressional hearing called to examine the effects of illicit drug use and alcoholism on military personnel. Following statements by Senators Hawkins, Grassley, and Kerry, testimonies from representatives of the Army, Navy, Marines, Air Force, and Coast Guard are provided. The statements focus on the high incidence of drug use in all branches of the military; the need for prevention efforts for personnel stationed dence of drug use in all branches of the military; the need for prevention efforts for personnel stationed in Europe; the need for primary prevention to pro-mote healthy life styles; descriptions of methods of identifying abusers; and descriptions of existing pro-grams which are concerned with drug abusers and drug abuse prevention. (MCP)

ED 263 458 CG 018 614

ED 263 458
CG 018 614
Nowquist, Deboruh D.
Health and Extended Worklife. An Information
Paper Prepared for Use by the Special Committee on Aging, United States Senate, Ninety-Ninth Congress, First Session.
University of Southern California, Los Angeles.
Ethel Percy Andrus Gerontology Center.
Spons Agency—Administration on Aging (DHHS),
Washington, D.C.; Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-Pri-99-11
Pub Date—Feb 85
Note—Sep.; Tables may be marginally reproducible

-82p.; Tables may be marginally reproducible

due to small print.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington, DC 20402.

DC 20402.
Pub Type—Information Analyses (070) — Legal
Legislative/Regulatory Materials (090) — Ni
merical/Quantitative Data (110)
EDRS Price - MF01 Plus Postaga, PC Not Available from EDRS.

Descriptors—Disabilities, \*Diseases, \*Evaluation Methods, Medical Evaluation, Medical Services, Middle Aged Adults, \*Older Adults, Physical Ac-tivity Level, \*Physical Health, Research Needs,

Middle Aged Adults, \*Older Adults, Physical Activity Level, \*Physical Health, Research Needs, \*Work Life Expectancy Identifiers—Congress 99th
This report presents information about the health status of older workers as it relates to extended work lives. The report contains unpublished data on the health status of civilian, noninstitutionalized midle-aged and older adults; the data are disaggregated so that narrow age differences within the older population can be observed and are presented to reveal the health patterns of the cohorts for whom worklife extension would be most relevant (persons aged 62-64 and 65-69). Following the executive summary and introduction, the major part of the report is presented in chapter 3, "Health and the Older Population," which addresses the challenge of defining and measuring health. Standard measures of health, such as the presence/absence of disease, physical and functional impairment, work disabilities, and mobility and activity limitations, are discussed. Other measures of health (use of medical exercises) and physiological measures are disabilities, and mobility and activity limitations, are discussed. Other measures of health (use of medical services) and physiological measures are also described. Numerous data tables accompany the text. Chapter 4 presents issues related to health, aging, and work which arise from the consideration of the data presented previously and discusses the need for further research. The report is summarized in chapter 5 (MCP) in chapter 5. (MCF)

CG 018 615

Adams, Tom Resnik, Hank
Teens in Action. Creating a Drug-Free Future for
America's Youth.
Pacific Inst. for Research and Evaluation, Walnut

Creek, CA. Creek, CA.
Spons Agency—National Inst. on Drug Abuse
(DHHS/PHS), Rockville, Md.
Report No.—DHHS-ADM-85-1376
Pub Date—85
Contract—NIDA-271-84-6703
Note—56: Photographe ways not reproduce

Note-55p.; Photographs may not reproduce

clearly.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

DC 20402.

Pub Type— Guides - General (050)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors— Adolescents, Community Programs,

\*Drug Abuse, \*Drug Use, Family Life, Mass Media, \*Prevention, School Activities, Secondary

Education, \*Student Participation

dia, "Prevention, School Activities, Secondary Education, "Student Participation
This book on drug abuse prevention is addressed to teenagers and covers five main areas where drug use can be prevented schools, communities, media, the social scene, and the family. The first chapter on school programs briefly discusses peer-led alcohol and drug education, peer counseling, creating a positive school climate, and developing school policies on drugs. Descriptions of the activities of four students to prevent drug use in their schools are included. The second chapter on community service outlines suggestions for youth involvement in activities that will help combat boredom and provide alternatives to drug use. Accounts of three teenagers' activities are included. The section on using the media highlights ways to counter the mixed messages about drugs that are currently presented and describes the work of two teenagers in different aspects of television programming. In "Changing the Social Scene," three young people recount their efforts to change social occasions to drug-free events. The section on parents and teens working together highlights the activities of youths from Washington, D.C., New York, and California. A final section outlines suggestions for preventing drug and alcohol abuse and for developing an action plan. An excerpt from Keith Schuchard's 1984 address to the PRIDE conference concludes the report. (MCF)

1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - M'01/PC01 Plus Poutage.
Descriptors—\*Adolescent Development, Adolescents, \*Behavior Patterns, \*Delinquency, \*Delin-

quency Causes, \*Developmental Tasks, Fan Relationship, Interpersonal Relationship, Votional Interests

Relationship, Interpersonal Relationship, Vocational Interests
The concept of juvenile court and juvenile delinquency as distinct from sdult crime is grounded in the idea of allowing adolescents more consideration because they are not quite adults, cognitively, psychologically, or socially. These developmental progressions within the individual and complementary societal changes in how the individual is viewed suggest that adolescent development and delinquency may be tied. A normative sample of 337 adolescent males, aged 11-18, is used to present a set of analyses of patterns of delinquent behavior and psychosocial correlates to this behavior. Data on delinquent behavior patterns are presented which indicate that most delinquency is transient and often limited to the adolescent years. Results of correlational analyses of the relationship of delinquent behaviors across three stages of adolescence for three areas - family relations, social relations, and vocational orientation - are also presented. Longitudinal studies of continuing and discontinuing delinquents and studies of relatively effective interventions are briefly noted. It is concluded that, although the analyses are preliminary, the findings indicate that for many adolescents delinquent behavior may be related to normal developmental tasks. (MCP)

CG 018 617

Youth Employment. Policy Statement. National Collaboration for Youth, Washington,

Pub Date-Nov 84

DC.
Pub Date—Nov 84
Note—13p.
Pub Type—Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adolescents, \*Financial Support, \*Legislation, Program Descriptons, \*Youth Employment, \*Youth Programs
Identifiers—\*Job Training Partnership Act 1982
This paper presents the policy statement on youth employment from the National Collaboration for Youth (NCY). An introduction briefly explains the role of the NCY with regard to youth employment and describes the types of programs and services supported by NCY. A section on background provides statistics on teenagers and employment from the Bureau of Labor Statistics and identifies factors related to the nature and dimensions of the youth employment problem. Myths about teenage unemployment which have hindered society's response to the problem are enumerated and discussed. Also included in the background section are discussions of legislative history, funding history, reasons for NCY interest, and the importance of NCY involvement in the problem of youth employment. The current status of youth employment is examined in the next section. Legislation pending in the United States Congress is listed, current funding status is given, and the current law, the Job Training Partnership Act, is described. Six programs of NCY member agencies are briefly described. The paper concludes with a record of NCY action on the issue of youth employment. (NRB)

CG 018 618

Substance Abuse. Policy Statement. National Collaboration for Youth, Washington,

Pub Date—Nov 84 Note—13p. Pub Type—Information Analyses (070) — Opinion

Note—13p.
Pub Type—Information Analyses (070) — Opinion
Papers (120)
EDRS Prics - MF01/PC01 Plus Postage,
Descriptors—\*Drinking, \*Drug Abuse, \*Financial
Support, \*Legislation, Marihuana, \*Prevention,
Program Descriptions, \*Smoking
Identifiers—\*Substance Abuse
This paper presents the policy statement on substance abuse from the National Collaboration for
Youth (NCY). The policy statement section lists
programs and activities supported by the NCY. A
section on background includes a statement of the
issue of substance abuse. Areas examined in this
section include alcohol abuse and drunk driving
among youth, marijuana use, and cigarette smoking.
Senoking and attitudes toward smoking are examined among young children, adolescents, men,
women, and pregnant women. The influence of
school, family, peers, and advertising in determining
amoking behavior is discussed and general categories of current smoking education programs are
listed. Other background information discussed in-

cludes past legislative and funding history, reasons for NCY interest in the prevention of substance abuse, and the importance of NCY involvement in substance abuse prevention activities. The current status of prevention efforts is reviewed including the legislative and funding status and descriptions of three substance abuse prevention programs of NCY member agencies. It is noted that, although there has been no NCY action on the issue of substance abuse, some NCY agencies have supported specific legislation. (NRB)

CG 018 619

ED 263 463

Shaffer, Leigh S. And Others

"Why Me?" An Attributional Theory of Adjustment to Victimization.

Pub Date—Mar 85

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Pescriptors—\*Attribution Theory. \*Beliefs, \*Counseling Techniques, \*Emotional Adjustment, Existentialism, Philosophy, \*Psychological Patterns, Religion, Victims of Crime Identifiers—\*Victimization suggest that victims, Studies on victimization suggest that victims,

Patterns, Religion, Victims of Crime Identifiers.—Victimization suggest that victims, whether of crime, accident, disease, or natural disaster, ask "why me?" questions and that finding answers to these questions seems related to the victims' adjustment. An attributional theory of victims' search for meaning in their misfortune proposes that victims perceive their misfortunes as personally caused events and suggests that beliefs about cosmology play a critical role in adjustment. The cognitive aspects of the process of adjustment to victimization is a general process regardless of the misfortune invokes the paradigm of personal causation whether it is rationally appropriate or not. Counselors and pscyhotherapists must recognize and facilitate this process in order to promote the victim's adjustment. Therapists must accept preoccupations with "why" questions and animistic accounts for natural events as the expected reactions to victimization and as a normal part of the adjustcounts for natural events as the expected reactions to victimization and as a normal part of the adjustment process. The timing and choice of intervention with victims require greater understanding of the role of fatalistic accounts, and of when such accounts become counterproductive to a victim's recovery. It has yet to be resolved which treatment approach is most effective for victims. Cognitive treatment orientations are relevant, metaphysical or religious beliefs may be valuable for some clients, and certain forms of existentialism may benefit others. (NIER)

CG 018 620

ers. (NRB)

ED 263 464

Loss. John Frederick
The Psychometricization of Sigfuence.
Pub Date—Aug 84

Note—36p; Paper presented at the Annual Conference on Thinking (Cambridge, MA, August 19-23, 1984).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

Bescriptors—\*Concept Formation, \*Definitions, \*Individual Needs, \*Influences, \*Interpersonal Relationship
The English language lacks a word that means long-term interpersonal influence of one person toward another. This failing likely conditions people to be superficial in their thinking, and consequently in their behavior. A new term, significant, impactful, interpersonal influence. One of the fundamental motives underlying human behavior is speculated to be sigfuence. Anecdotal and research evidence supports the development of the construct sigfuence, an interdisciplinary construct which embraces statistics, psychology, sociology, education, philosophy, and theology. Development of the concept of sigfuence should be a four-stage process: (1) an analysis of the validity and reliability of the perception of sigfuence should be a four-stage process: (1) an analysis of the validity and reliability of the perception of sigfuence should be a four-stage process: (1) an analysis of the validity and reliability of the perception of sigfuence in meterpersonal model of sigfuence; (2) an attempt to demonstrate the reliability and validity of the construct sigfuence; as not a personality factor, value, or interest, but is a fundamental need which all persons posses; and (4) the development of an interpersonal model of sigfuence appropriate for clinical, business, or educational application. Future research about the concept of sigfuence will complement applications

of the concept to the educational, political, and business communities. (Author/NRB)

ED 263 465 CG 018 621 Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations. A Manual of

in Nontraditional Occupations. A Manual of Strategies.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spuns Agency—California State Dept. of Education, Sacramento.

Pub Date—Feb 83

Note—31p.

Pub Type— Guides - Non-Classroom (055)

EDRS Prics - MPDL/PC02 Plus Postage.

Descriptors—Career Counseling, "Coping, "Displaced Homemakers, "Employed Women, Females, Helping Relationship, "Nontraditional Occupations, Reentry Workers, "Sexual Harassment, Vocational Education Teachers, "Work Environment

This manual examines problems the displaced homemaker encounters on the job and offers strategies which vocational educators, counselors, and other service providers can encounter the contract of the contra homemaker encounters on the job and offers strategies which vocational educators, counselors, and other service providers can suggest to nontraditional students for overcoming these problems. A brief overview of the displaced homemaker is provided and the term "nontraditional occupation" is defined. An exercise is provided which allows the user to understand his agency and how it serves displaced homemakers in nontraditional occupations. A section on barriers identifies barriers in several areas that displaced homemakers may face and a section on strategies presents a table which matches those barriers with suggested strategies for overcoming them. Barriers in attitudes and expectations are countered by strategies involving role models and peer support. Suggestions for strategies for overcoming financial barriers in the areas of transportation, child care, and job placement are included. To counter barriers in background knowledge and experience, strategies are suggested which involve special workshops and courses, hands-on experience, and publicity. Information and physical training are recommended for dealing with barriers related to physical capabilities. Suggestions for handling sexual harassment are given that involve monitoring the environment, the use of awareness sessions and other practical mechanisms, and assertiveness training. An exercise on changing the situation is provided as a guide for developing an action plan to help displaced homemakers in nontraditional occupations cope with identified barriers. This manual concludes with a list of 18 resources, facilitator notes, and a suggested workshop agenda. (NRB) tor notes, and a suggested workshop agenda.

CG 018 622 Safian-Rush, Donna Common Strategies When Working with Children and Adolescents Exhibiting Psycho-Social Prob-

iems. Pub Date—[85] Note—20p. Pub Type— Guides - Non-Classroom (055) EDRS Price - MP01 Plus Pustage. PC Not Avall-

EDRS Price - MPOI Fus Fostage, P.C. Not Avas-shle from EDRS.

Descriptors—"Adolescents, "Children, Coping, "Counselor Client Relationship, Helping Rela-tionship, "Labor Relations, "Problem Solving, Psychistric Services, "Residential Programs, Therangistance," Programs, Therangistance, Programs, Progra

tionship, "Labor Relations, "Problem Solving, Psychiatric Services, "Residential Programs, Therapists Identifiers—"Mental Health Workers
This paper provides general guidelines for psychiatric mental health workers who work with children and adolescents in a residential treatment center. Twenty-four questions commonly asked by therapists in these silutations are posed and answers are discussed for each question. Topics covered include why some patients appear perfectly normal, the role of the therapist in relation to the child's techen in a classroom setting, the responsibility of the therapist for the child's actions, supervising groups of children, establishing rapport, keeping control of a group, and handling one's feelings toward the children. Ways of handling patient requests are discussed and suggestions are given for dealing with children who threaten to run away, request contact with the therapist after discharge, act out, ask personal questions, flirt, ask the therapist to keep secrets, or complain of physical symptoms with no physical basis. Several areas of staff reistions are also examined: helping other staff members, handling patients criticism of other staff members, disciplining patients of other therapists, discussing patients with coworkers, and handling disagree-

ments over a coworker's decisions. The appropriateness of discussing a patient in his presence is also considered. This paper concludes with a list of six basic guidelines for workers in a residential treatment setting: (1) be consistent; (2) provide alternatives; (3) be a role model; (4) see clients as children first, patients second; (5) control is not everything; and (6) be yourself. (NRB)

ED 263 467 CG 018 623

and (6) be yourself. (NRB)

ED 263 467

CG 018 623

Sharf, James C.

Industrial Organizational Psychology: Today's Critical Issues.

Pub Date—Aug 85

Note—15p.; Paper presented as part of the symposium "Industrial/Organizational Psychology: Today's Critical Issues," at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/POB Plus Pestage.

Descriptors—"Accrediting Agencies, "Psychologists, "Standards, "State Licensing Boards Identifiers—"American Psychological Association, "Industrial Psychology

The Board of Professional Affairs (BPA) of the American Psychological Association is dominated by the health care providers whose agenda in issuing accreditation standards and influencing state licensing requirements may be as much to protect the client. Tension exists between the BPA and the Society for Industrial Psychology members whose clients are typically organizations at the BPA and the Society for Industrial Psychology members whose clients are typically organizations are than individuals. Restrictive licensing and accreditation by the BPA are not relevant to the typical industrial/organizational scientist/practitioner and may even preclude his practicing as a psychologist are supportive of their health care provider orleagues over professions and to protect third-party therapy dollars from encroachment from nonpsychologists, they are opposed to the restraints advanced by BPA which would position non-health care provider members against their health care provider of leagues over professional turf issues. (Author/NRB)

ED 263 468 CG 018 624 EM 203 406
Salmony, Steven E. Smoke, Richard
Psychodynamics of the Ku Klux Klan.
Pub Date—Aug 85

ote—30p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—"Antisocial Behavior, Bias, "Group

Dynamics, Group Membership, "Individual

Needs, "Need Gratification, Psychological Patterns, "Social Psychology, Violence
Identifiers—"Ku Klux Klan, "Object Relations,

Psychodynamics

The Ku Klux Klan (KKK), characterized by dis-

Psychodynamics
The Ku Klux Klan (KKK), characterized by disguises, secrecy, bigotry, and terror, came into power in the South after the Civil War. In some parts of the country the KKK, an extreme example of pathological group process, appears as strong and violent today as ever. Fromm (1941) noted that the basis of group psychology is the individual personality and defined social character as that part of the individual character structure that is common to most members of a group. The dynamics of the KKK may be better understood in terms of the individual psychodynamics of the group members. In the process of maturation, individuals need to progressively transfer to some matrix the feelings of support that they originally felt with their mothers. Because society as a whole is too vast and remote to meet this need, individuals seek additional support through group membership. The spilt-mother concept of Klein's (1975) Object Relations Theory can be projected into group life. Some individuals experience the maternal presence of society as spilt and have special requirements for group support. Under certain circumstances, pathological groups like the KKK may meet those requirements. In addition, the cruption of group violence of the KKK type may be explained by analyzing the psychodynamics of group regression to an infantile level and the accompanying arousal of the "unmanageable mother." (Author/NRB) The Ku Klux Klan (KKK), characterized by dis-

ED 263 469

Collins, Linda M. Dent, Clyde W.

The Longitudinal Guttman Simplex: Applications to Health Behavior Data.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

(DHEWITHS), Rockville, Md.
Pub Date—24 Aug 85
Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

Pub Typee-Reports - Research (143) - Speeches/-ng Papers (150) - Tests/Questionnaires

(160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Data Analysis, Drug
Abuse, Identification, \*Longitudinal Studies,
 \*Measurement Techniques, Reliability, Research
 Problems, Smoking
 Identifiers—\*Guttman Simplex Analysis, \*Health
 Behavior, Longitudinal Guttman Simplex
 Because health behavior is often concerned with

Because health behavior is often concerned with dynamic constructs, a longitudinal approach to measurement is needed. The Longitudinal Guttman Simplex (LGS) is a measurement model developed especially for dynamic constructs exhibiting cumulative, unitary development measured longitudinally. Data from the Television Smoking Prevention nally. Data from the Television Smoking Prevention Project, a large media-enhanced school-based amoking prevention study, were analyzed using the longitudinal Guttman scales. Subjects were seventh graders at the time of the first measurement. Other measurements were taken 3 months later and 1 and 2 years after the second measurement. Two data sets were created because of changes in the questionnaire. Data from seventh graders comprised Data Set 1 which contained items on amoking betionnaire. Data from seventh graders comprised Data Set 1 which contained items on amoking behavior and intentions asked at all four measurement times. Bighth graders provided data for Data Set 2 which contained two waves of data plus items on alcohol, marijuans, and amokeless tobacco use. A number of sets of items thought to form longitudinal Guttman scales were analyzed. The results demonstrated the importance of peer pressure in convincing adolescents to smoke. Other results suggest that experimentation with cigarettes and hard liquor occur at about the same time. The LGS scales could be used as dependent variables in multivariate analysis. be used as dependent variables in multivariate analyses, and as a means of identifying adolescents who may be at high risk for drug abuse. The measurent scales used in the study are appended. (NRB)

CG 018 626

Bailey, Bruce E. And Others Children's Suicidal Thinking: An Empirical In-

quiry.

Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date-Aug 85 Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985)

vention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PO31 Plus Postage.

Descriptors—\*Adolescents, \*Children, \*Cognitive Processes, \*Conflict Resolution, Problem Solving, \*Research Problems, \*Suicide Although over 5,000 children and adolescents commit suicide annually, little is known about suicidal thinking of normal children. Due to ethical considerations, researchers must be sensitive to the possibility that they could introduce suicide as an option to a child. A methodology was developed to examine suicidal thinking through projected suicide ideation. Children (N = 1,303) between the ages of 3 and 19 were asked to identify three things they believed a character in a scenarios would be thinking about doing. Eighteen scenarios were used which varied according to age and sex of the character, and their adverse life situation (cancer victim, in trouble with the law and at home, accident victim). The results indicated that children entering sixth grade spontaneously identified suicide as an option for the character. In a follow-up study, 285 adolescents completed the scenario activity and were then asked whether they had ever attempted or thought about any of the responses they projected onto the scenario character. The results indicated that 65 percent of these suicide, and 4 percent of suicide projectors (N = 11) had actually attempted suicide themselves.

(Author/NRB)

CG 018 627 ED 263 471

Starlin, Clay M.

Love and Fear (A Look at Describing, Monitoring and Teaching Affective Behavior). Iowa Mono-

graph.

Iowa State Dept. of Public Instruction, Des Moines.

Div. of Special Education.

Pub Date—85

Note-101p.; Funding was provided under Project

lowa.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Affective Behavior, \*Affective Objectives, Attitude Change, \*Behavior Change,
\*Change Strategies, Emotional Response, \*Fear,
Interpersonal Relationship, \*Psychological Pat-

Interpersonal Relationship, "Psychological Pstterns
This monograph examines the emotions of love
and fear and proposes that an individual's understanding of his loving and fearful responses is fundamental to his interactions with himself and with
others. This guide is designed to facilitate such understanding. A definition of love is provided in
chapter I and fear is explored in chapter II. Chapter
III provides descriptions of loving and unloving
(fear-based) behaviors, suggesting that these descriptions constitute a first step in changing behavior. In this chapter, feelings of fear are matched with
possible behavioral and physiological effects. Desired behaviors, those which individuals may wish
to increase, are paired with corresponding undesired behaviors which they may wish to decrease. A
table is included which lists behavior pairs related to
love and fear. In chapter IV, suggestions are given
for how to monitor loving and unloving behavior.
Various techniques are described for counting behaviors; charts are provided for recording behaviors
on a daily, weekly, monthly, and yearly basis, and naviors; charts are provided for recording behaviors on a daily, weekly, monthly, and yearly basis; and a formula is given for computing behavior fre-quency. Chapter V focuses on learning how to ac-quire new behaviors and change existing behaviors to become more loving. Four elements of learning are discussed and then incorporated in the second to become more loving. Four elements of learning are discussed and then incorporated into a description and planning sheet for behavior change. Both blank and completed description and planning sheets are provided. A brief conclusion section is followed by a list of references. (NRB)

ED 263 472 CG 018 629

ED 203 4/2
Day, Hy I. Fountain, Angela
The Nature of Play: A Motivational Taxonomy.
Pub Date—Aug 85
Note—26p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

vention of the American Psychological Association (937d, Los Angeles, CA, August 23-27, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classification, \*Emotional Response, Higher Education, \*Motivation, \*Play, Undergraduate Students

To examine the concept of play, a taxonomy of five categories of play was devised and four studies were conducted in an attempt to distinguish among these categories on a motivational and emotional basis. Play is defined as an autotelic, self-rewarding activity. In each of the four studies, undergraduates (total N = 520) read a scenario representing a type of play and imagined themselves in that situation. Subjects then completed the WHY Scale, an instrument developed to measure total motivational strength for an activity as well as the total strength of the autotelic (play) and exotelic (work) components of the activity. Subjects also completed the Mehrabian and Russell scales that measure the emotional impact of the play activity. The results of a multivariate analysis of variance strongly favored the classification of five separate types of play and in most cases the scenarios served to delinease the parameters of each type. Other results showed that Diversive and Cathartic play were both significantly lower than other types on autotelicity. This left three forms of play: Exploratory, Creative, and Mimetic. Both Exploratory and Creative play were high in autotelicity and had little exotelic motivation. All three types of play were rated as highly pleasurable, Creative play were readed as highly pleasurable, Creative play was the least acousing, Exploratory play was characterized by feelings of least control, and Mimetic play contained the most instrumentality. (Included are data tables, an illustration of play typology, an example of the WHY Scale, and descriptions of the scenarios.) (NRB) tration of play typology, an example of the WH Scale, and descriptions of the scenarios.) (NRB)

CG 018 630 ED 263 473

ED 263 473 CG 018 630

Helter, Kimberly And Others

Contrast Effects in the Attribution of Liking.

Pub Date—18 Apr 85

Note—13p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Attribution Theory, \*Behavior Theories, Interpersonal Attraction, Negative Reinforcement, \*Observation, Positive Reinforcement, \*Social Reinforcement, Verbal Communication

Identifiers—\*Liking
Research has demonstrated that a person's attrac-

Communication
Identifiers—"Liking
Research has demonstrated that a person's attraction to a stranger is influenced by experimental manipulations suggested by general behavior theory. To examine whether a neutral observer, listening to a conversation between two strangers, could be influenced by the manipulation of several learning variables, 80 female undergraduates listened to a female actor responding to questions from a male she had just met. Subjects were randomly assigned to 1 of 16 treatment cells in a 2X2X4 factorial design. Learning variables manipulated were the nature of the actor's response (positive or negative) to the questions, amount of time the actor test to answer, and the number of social reinforcers received by the questioner. Subjects listened to a tape recorded interaction and then attributed to the actor some degree of liking for the questioner. The results indicated that the actor responding positively was judged to like the questioner significantly more than the actor responding negatively. For subjects who heard only four question-response trials, the actor's response time did not influence the subject's attribution of liking. Subjects who heard 10 trials, however, attributed more liking to the actor if she responded quickly than if she responded slowly. The number of actor-response pairings also influenced the subjects' attributions of liking. Other results provided modes support for contrast effects following response latency shifts. Future research should examine the role of general behavior theory in explaining and predicting effects in the attribution of liking. (NRB)

ED 263 474 CG 018 631

ED 263 474 CG 018 631 Paulhus, Delroy L. Lim, David T. K. The Effects of Arousal on Cognitive Complexity. Pub Date—Aug 85 Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1085).

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC01 Plus Postags.
Descriptors—"Arousal Patterns, "Cognitive Style,
"Evaluation, Higher Education, Males, "Noise
(Sound), "Psychological Patterns, Undergraduate
Students
Hamiffers—"Cognitive Complexity.

"Evaluation, Figher Education, Males, "Noise (Sound), "Psychological Patterns, Undergraduate Students Identifiers—"Cognitive Complexity Previous work has demonstrated the importance of Osgood's three semantic dimensions (Evaluation, Potency, Activity) in people's conceptions of various domains. To test the effects of arousal on how individuals use these dimensions, three studies were conducted. In each study, six stimuli from a particular domain were presented in pairs. Subjects rated how similar one stimulus was to the other, while being exposed to loud or soft white noise. In study one on the social domain, 28 male undergraduate students judged the similarities of six of their acquaintances; in study two subjects rated similarities of university courses; and in study three they rated self-roles. The results showed that a high level of arousal induced by the loud noise acted to reduce subjects' cognitive complexity. For the social domains (acquaintances and self-roles), high arousal led to increased use of the "Like-Dialike" (Osgood's Evaluation) dimension. For the non-social domain (university courses), arousal enhanced the use of the arts versus science dimension. In all three studies, arousal inflated the importance of the primary dimension of judgment. Arousal enhanced the importance of evaluation only in domains where evaluation was the primary dimension to begin with it, e., the two social domains. The reduction of complexity under stress is viewed as an adaptive mechanism suggesting that given an affective threat, a normally open-minded person may exhibit simplistic thinking based primarily on evaluative consideration. (Author/NRB)

ED 263 475 CG 018 632

Wax, Susan M.
Children's Reliance on Denial in Fantasy in Response to Parental Separation and Divorce.

sponse to Parental Separation and Divorce.
Pub Date—Aug 85
Note—13p; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

vention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), "Age Differences, "Children, "Coping, "Divorce, "Fantasy, Parent Child Relationship Identifiers—"Denial (Psychology)

Divorce can be viewed as a multi-faceted, interactive process which represents a dislocation in the life cycle of a family. A set of critical developmental tasks must be met and mastered for a family to ope with the transition through the divorce experience. The first of these developmental challenges facing the children of divorcing parents is their acceptance of the reality of the parental divorce. A study was undertaken to explore the relationship among attributes of the child, characteristics of the parent-child relationship, and characteristics of the divorcing experience as these variables influence the child's reliance on denial in fantasy as a mechanism of defense in response to parental separation. Latency aged children (N=42) and a matched sample of 30 children from intact homes completed the Child's Report of the Impact of Separation by Parents-Revised, the Children's Personality Questionnaire, and the Child's Cognitive Grasp of the Divorcing Experience measure. Mothers of all the children completed a series of questionnaires designificant predictor of a child's reliance on denial in fantasy in response to parental separation was the set of variables representing the attributes of the child-specifically, the child's age at the time of parental separation was the most powerly predictor of reliance on denial, representing the attributes of the child-specifically, the child's age at the time of parental separation was the most often in younger children. (NRB)

ED 263 476 CG 018 633

younger children. (NRB)

ED 263 476

Werner, Carol M.

Practical and Ethical Aspects of Fleld Research.

Pub Date—Aug 85

Note—Psp.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Uneven type quality may affect legibility.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/Pc01 Plus Pustage.

Descriptors—"Ethics, "Graduate Students, Higher Education, "Moral Values, Practicums, "Practicum Supervision, "Psychology The increased movement of psychologists away from academic settings requires the integration of socially relevant activities into psychology graduate programs to get access to applied opportunities Getting access has been achieved in several ways. Most graduate programs with practicum opportunities depend on a network of psychologists in the community to provide access and supervision. It is valueble for graduate programs to maintain a network of non-academic psychologists who are qualified and willing to supervise graduate student practice in various work settings. Functioning ethically is somewhat more complicated. Psychologists must admit that all research, especially work in the field, is value-laden. If practicum experience is required of students, a variety of values, should be made available. Involvement in socially relevant class projects should be voluntary. Graduate students who go to work for an agency should explore the agency's value system before entering the practicum. Students and faculty should be made aware of the procession's ethical guidelines regarding their roles as researchers and as consultants. One advantage of having practica supervised by qualified psychologists is that, through role modeling and explicit discourse, the supervised by qualified psychologists is that, through role modeling and explicit discourse, the supervised by qualified psychologists is that, through role modeling and explicit discourse, the supervised by qualified psychologists is that, through ro

ED 263 477 CG 018 634 CG 018 63
Draper, Dianne C. Austin, Ann M. Berghout
A Comparison of Classroom Acceptance, Visibility,
and Achievement between Siblings in Elementary School.

tary Scaoot.

Pub Date—Aug 85

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

vention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Academic Achievement, Children, Elementary Education, "Elementary School Students, "Peer Acceptance, "Peer Evaluation, "Siblings, Sociometric Techniques, Student Attitudes Although it is inevitable that siblings who live in the same family and enter the same school can hardly avoid being measured with each other by peers, teachers, and parents, data on school-aged siblings is rare. To extend the knowledge of sibling relationships, the relationships of classroom acceptance, visibility, and academic achievement between siblings was examined in 105 sibling dyads, grades two through six, who were in the same elementary school at the same time. The sibling dyads were a subset of a larger school sample who had responded to a questionnaire consisted of acceptance acores based on predominance of either acceptance acores based on predominance of either acceptance or rejection responses from peers and social visibility scores based on the number of children who mentioned a given sibling either positively or negatively. These acceptance and visibility scores were correlated with composite achievement test scores. The results indicated that siblings in middle childhood had similar and highly correlated elementary classroom acceptance and visibility scores were correlated with composite achievement scores. For both visibility and academic achieve

CG 018 635

ED 263 478

Lichtenberg, James W. And Others

Perspectives on Process: The Microanalysis of a

Single Counseling Session. Papers presented at a
Symposium of the Annual Convention of the
American Psychological Association (93rd, Los
Angeles, California, August 23-27, 1985).

Pub Date—Aug 85

Note—106p.

Pub Type— Collected Works - General (020) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attribution Theory, "Counseling,
"Counselor Client Relationship, "Data Analysis,
Discourse Analysis, Information Theory, "Interpersonal Communication, "Research Methodology.

Discourse Analysis, Information Theory, "Interpersonal Communication, "Research Methodology Identifiers—"Coding
This document contains six papers from a symposium on counseling process research which offer the application of multiple research perspectives and analysis of a common data set. Analyses of two interviews from a single counseling case include lag analysis of relational control, the investigation of topic control, discourse analysis of the interaction, information theory analysis of the structure of the interaction, and analysis of the structure of the interaction, and analysis of the structure of the interaction, and snalysis of the structure of the interaction by James W. Lichtenberg analyzes two sessions' talk with a coding scheme that orients the coder to locate evidence of relational control in the counselor and client utterances. "Interactive Counseling Discourse as Social Control Stochastic Analysis and Microanalysis" by Myrna L. Friedlander and Susan D. Phillips analyzes the sessions' talk by administering some of the categories of the Discourse Activity Analysis System and the stochastic tests of stability and predictability of talk sequences. "An Examination of Topic Control in Counseling" by Terence J. Tracey analyzes the sessions by administering a coding scheme consisting of topic initiation and topic following. "A Descriptive and Lag Analysis of Relational Control in Counseling" by Laurie Heatherington analyzes the talk by using the coding scheme provided by the Relational Communication Control Coding System categories and the

procedures of a lag sequential analysis. "Influence in Counseling: Content and Relationship" by Charles D. Claiborn analyzes the sessions by administering a modification of the Interpersonal Communication Rating Scale categories. The final paper "On Getting Closer to a Description of the Actual Events in Counseling: Discussant Remarks" by Michael J. Patton, provides a summary of the papers presented and poses some relevant questions for further consideration. (NRB)

ED 263 479

O'Keefe, Garrett J. Reid-Nask, Kathaleen
Fear of Crime and Crime Prevention Competence
among the Elderly.
Spons Agency—Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date—Aug 85
Note—73p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,
1985).
Pub Type.—Percent

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Age Differences, Crime, \*Crime Prevention, Demography, \*Fear, \*Individual Power,
\*Older Adults, \*Self Concept, Sex Differences,
\*Victims of Crime
Although Provious reasons, pussants a discontinual

\*Older Adults, \*Self Concept, Sex Differences, \*Victims of Crime Although previous research suggests a disparity between crime fear levels among elderly persons and their actual risk of victimization, little specific data are available on the elderly person's cognitions, attitudes, and behaviors regarding crime prevention. To develop a clear perspective on the crime-related orientations of the elderly, secondary analyses were performed on the combined data from two national probability surveys conducted in 1980-81 during an evaluation of the National Crime Prevention Campaign. The total usable sample (N=2690) included 374 respondents aged 65 and older. The results of these analyses indicated that the elderly accurately saw their risk of burglary, robbery, or assault as lower than the risk for the general population. The elderly, more at risk for less violent street crimes, reported feeling less safe when out alone at night than did the general population. The elderly perceived themselves as less capable or confident in protecting themselves or others than did the general population. These findings suggest that crime fear orientations and activities of the elderly, while differing in some respects from those of younger persons, may not be incongruent with elderly, while differing in some respects from those of younger persons, may not be incongruent with the fear levels of the elderly. A bibliography and 15 tables are appended. (Author/NRB)

CG 018 637 GG 018 637
Guajardo, Maria Resendez Markman, Howard J.
Marital Relationships of Interethnically and Intrasthuically Married Mexican American
Women: A Developmental Perspective.
Spons Agency—National Inst. of Mental Health
(DHEW), Rockville, Md.

Pub Date-

Pub Date—Aug 85 Grant—5T01MH17702-02; R01MH35525-01 lote—18p; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

tion (93rd, Los Angeles, CA, August 23-27, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—Acculturation, Cultural Differences, "Females, Hispanic American Culture, "Intermarriage, "Marital Instability, "Marital Satisfaction, "Mexican Americans, Spouses Mexican Americans women have higher fertility rates and higher divorce rates than does the general population of the United States. In light of these data and the documented negative effects of marital distress and divorce on spouses, Mexican American women appear to be at risk for psychological stress. To provide some insight into the marital problems of Mexican American women, the relationship of interethnically and intraethnically married Mexican American women (N=15) maried to Anglo American moren (N=15) married to Anglo American men and intraethnically married to Anglo American men and intraethnically married to Mexican American men participated in individual interviews and completed: (1) an acculturation questionnaire that assessed their level

of identification with the Mexican American culture of identification with the Mexican American culture and with the Anglo American culture; (2) a Problem Inventory that asked them to identify problems in their marriages due to cultural differences; and (3) a marital satisfaction questionnaire. The results re-vealed that, compared to intracthinically married women, interethnically married women were more acculturated toward the Anglo American culture than toward the Mexican American culture and showed a trend that asked them to identify prob-lems in their marriages due to cultural differences. showed a trend that asked them to identify prob-lems in their marriages due to cultural differences, and (3) a marital toward a higher level of marital satisfaction. Correlational analyses revealed that for both groups, levels of acculturation were signifi-cantly correlated to marital problems, marital satis-faction, and social support systems. The results also provided evidence for a greater degree of tradition-ality in the intraethnic marriages, consequently leading to marital distress and dissatisfaction. (Au-thor/NRB)

CG 018 638 Kivett, Vira R. Suggs, Patricia K. Fathers and Sons in Later Life: The Saliency of the

Tie.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.
Pub Date—Nov 85
Note—18p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

Pub Type—Reports - Research (143) — Speeches/-Meeting Fapers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Family Involvement, "Fathers, "Helping Relationship, "Older Adults, "Parent Child Relationship, "Sons
Information on male linkage is usually generalized from studies of female linkage and the saliency of the father-son tie in later life is unclear. The importance of the father-sensities as wentied is 50 conthe father-son tie in later life is unclear. The impor-tance of the father-son tie was examined in 56 men aged 65 and older through a comparative analysis designed to compare the levels of association and helping between fathers and sons to those of other parent-child dyads and to determine factors contrib-uting to the frequency of association and helping between older fathers and sons. Association was de-termined by asking the fathers to indicate the extent to which they had sotten together with their sons of termined by asking the fathers to indicate the extent to which they had gotten together with their sons of most contact during the past year, and the extent to which they had received telephone calls and letters from their sons. Help received was measured by asking the fathers the extent to which they had re-ceived help in 10 areas of sasistance from their sons ceived help in 10 areas of assistance from their sons during the past year. Help given was determined by rephrasing the helping question in terms of the amount of help that fathers had given to sons. Five independent variables were also included in the analysis: proximity to son, self-perceived health, perceived adequacy of income, number of children, and confidants. The results revealed that social structural factors and subjective and self-motives were relatively unimportant to the interaction bestructural factors and subjective and self-motives were relatively unimportant to the interaction between fathers and sons except in the case of association where contact increased with proximity to son. The results showed the father-son tie to be less salient than the mother-daughter tie in relation to association and parent to child help but, otherwise, of similar saliency to other parent-child dyads. These findings suggest that the father-son tie is of moderate functional importance as viewed through associations.

ED 263 482 CG 018 639

ate functional importance as viewed through associ-ation and of low import in terms of help received

ED 203 40.6

Zellman, Gail L.

The Health Belief Model and Teenage Contraceptive Behavior: From Theory to Operation.

Pub Date—20 Sep 85

Pub Date—10 Sep 85

and given. (NRB)

tive Behavior: From Theory to Operation.
Pub Date—20 Sep 85
Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related documents, see ED 256 970 and CG 018 656.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adolescents, "Contraception, "Intervention, Pregnancy, "Prevention
This report addresses the problem of sexually active teenagers who either do not use contraception or use it inconsistently. Psychological and cognitive barriers to contraception use are briefly reviewed and the development of a cognitively oriented intervention designed to modify beliefs inimical to contraceptive use is discussed. The selection of the

Health Belief Model (HBM), a value-expectancy approach to explaining and predicting preventive health behaviors, as a tool for the intervention is described and four strengths of the HBM are presented. A discussion of key HBM concepts is given along with a review of some of the contraceptive literature relevant to the HBM. The design of the adolescent contraceptive behavior intervention is adolescent contraceptive behavior intervention is described and a chart is included which illustrates the adaptation of the HBM to the intervention. A the acaptation of the HBM to the intervention. A four-step process for learning responsible sexual be-havior is presented and the use of lectures and small groups in the intervention is described. It is recom-mended that field tests be conducted using a control group and a larger experimental group in order to evaluate the effectiveness of this intervention. (NRR)

CG 018 640 ED 263 483 Culberton, Frances M.
Voices in International School Psychology: Interviews in Honor of Calvin D. Catterall,
Pub Date—85

views in Honor of Calvin D. Ceiterall.

Pub Date—85

Note—83p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Foreign Countries, International Organizations, \*Professional Education, School Counseling, \*School Psychologists

Identifiers—England, France, Israel, Scotland

Following a brief memorial message and a dedicatory tribute to Calvin D. Catterall, a leader in the field of school psychology, this volume provides a description of the origins of the International School Psychology Association and interviews with five school psychologists: Bram Norwich, University of Paris, France; and Jean Claude, Indian McEwm, Dumphries, Scotland; Rosine DeBray, University of Paris, France; and Jean Claude Guillemard, Dourdan, France. A monologue on the developmental training of psychologists by Kalman Senyamini, Hebrew University, Jerusalem, Israel, is also included. The six psychologists discuss their own backgrounds and training in school psychology, their practices at present, and the requirements of training programs in psychology in their countries and institutions. Collectively the interviews and the monologue provide an overview of the field of school psychology and international countries and institutions. Collectively the inter-views and the monologue provide an overview of the field of school psychology from an international perspective and illustrate the training practices and employment opportunities for school psychologists in different countries. (NRB)

Sharp. Peggy. Ed. Turney. Michael. Ed.
Children in Jeopardy. Proceedings of the Iowa Governor's Conference (Des Moines, Iowa, November 28, 1984).
Iowa Office of the Governor, Des Moines.
Pub Date—28 Nov 84
Note—71p.

Pub Date—28 Nov 84
Note—71b;
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Pestage;
Descriptors—"Child Abuse, Child Neglect, Children, \*Drug Abuse, Intervention, \*Nutrition, \*Poverty, Prevention, \*Problem Solving, Safety, \*Sexual Abuse

Identifiers-lows

\*Sexual Abuse Identifiers—Iowa
The conference proceedings in this document include edited transcripts of the plenary sessions and individual reports on each of the 10 workshops from Iowa's Children in Jeopardy Conference. The conference was held, not for professional children's services workers, but for people with civic commitment and the ability to involve themselves and others in solving local problems. Five major themes or types of threats that place Iowa children in jeopardy, and which served as focal points of the conference, are listed: (1) food, health, and nutrition; (2) public safety and abduction problems; (3) child abuse and sexual exploitation; (4) emotional, psychological, and financial impacts of poverty; and (5) substance abuse. Workshop reports, which highlight the problems and present successful problem-solving strategies, are included from workshops dealing with problems in prenatal care, problems in infant and child care, kids in danger, safety programs that work, child abuse in lowa, child abuse prevention in lowa, emotional impacts of poverty on children, women and children in poverty, the substance abuser, and substance abuse. A brief statement of summary impressions and an appended list of conference participants concludes this report. (NRB)

Evans, Nancy J.

Career Development Issues Facing Women in
Student Affairs Administration.

Pub Date—27 Mar 85

Pub Date—27 Mar 85
Note—23p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, "Age Differences, "Career Development, "College Administration, "Developmental Stages, "Employed Women, "Family Status, Females, Higher Education, Marital Status, Role Perception
As more women pursue professional careers, studies that examine the role of work in the development of women's identity are needed. To explore the developmental issues of women administrators in higher education, selected data were examined from higher education, selected data were examined from a comprehensive study of 270 women in educa-tional administration. Interviews related to career development issues were conducted with 25 women administrators in higher education in Indiana. Results from the 24 interviews which had been tran-scribed and rated revealed that, although no one career pattern could be identified among the women, careers played a very important role in their lives. The establishment and maintenance of careers were influenced by both internal and external facwere innuenced by both internal and external rac-tors. One striking characteristic of the women inter-viewed was their lack of clear career goals. An examination of differences related to age and to family status revealed that younger women and women who had never married were more likely to women who had never married were more likely to exhibit continuous work patterns and to have worked totally in higher education settings while married women, especially those with children, were more likely to have had discontinuous work patterns, greater role strain, careers influenced by their husbands' career decisions, and more varied their husaands career decisions, and more varied work histories than did single women. The findings suggest that life stages can be identified within the careers of professional women and that these stages seem to be related more to internal processes than to external roles. (NRB)

ED 263 486 CG 018 643 ED 263 486 CC 018 643
Toro, Paul A. Rappaport, Julian
Social Clinaste Comparison of Mutual Help and
Psychotherapy Groups.
Spons Agency—National Inst. of Mental Health
(DHHS), Rockville, Md.

Pub Date—Aug 85 Grant—NIMH-MH-37390 Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Group Dynamics, "Group Therapy, Group Unity, Leadership, "Psychotherapy, "Self Help Programs, "Social Environment, Social Sup-

port Groups
Identifiers—"Mutual Help Groups
In recent years, mutual help groups have been
formed to address problems in substance abuse, In recent years, mutual help groups have been formed to address problems in substance abuse, chronic physical illness, mental illness, marital disruption, and child abuse. Despite the proliferation of these groups, little research has been conducted to assess their efficacy or what happens in them. The nature of mutual help groups (N = 32) was investigated by comparing them to psychotherapy groups (N = 35), social-recreational groups (N = 59), and task-oriented groups (N = 39) on 10 social climate dimensions derived from the 90-item Group Environment Scale. The 10 dimensions were cohesion, leader support, expressiveness, independence, task orientation, self-discovery, anger and aggression, order and organization, leader control, and innovation. The results revealed that all 10 dimensions yielded significant differences. Compared to psychotherapy groups, the mutual help groups had a more active leadership role and greater group cohesion in addition to being more structured and task-oriented and fostering more independence. The psychotherapy groups were more encouraging in the expression of negative and other feelings and showed more flexibility in changing the groups functions and activities. Future research should assess outcomes in various domains in the different groups. sess outcomes in various domains in the different groups to determine the ultimate impact of social

imate characteristics on people's adjustment and ell-being. (Author/NRB)

ED 263 487

Reynolds, Kim D. West, Stephen G.

Attributional Constructs: Their Role in the Organization of Social Information in Memory.

Pub Date—Aug 85

Note—24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985)

Pub Type—Reports - Research (143) — Speeches/-

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Attribution Theory, \*Cognitive Processes, \*Epistemology, \*Memory, Organization, \*Recognition (Psychology)
A review of the literature on attribution theory suggests that attributional templates may be similar to balanced structures, in that they are cognitive constructs that have an organizing influence on thought processes and exert a similar organizational influence on the memory for social information. Therefore, the three basic attributional patterns outlined by Kelley may serve to organize memory for incoming effects information. To test this hypothesis, 36 undergraduate students were presented with a series of sentences that defined a 3X3X3 Kelley cube. On each trial, the sentences were precisely consistent with either a person or an entity pattern cube. On each trial, the sentences were precisely consistent with either a person or an entity pattern of effects (pattern variable) and had zero, four, or eight sentences randomly deleted from the "ideal" pattern (missing variable). Memory for the sentences was assessed using a recognition paradigm. The results revealed main effects for the pattern and missing variables. As the number of missing sentences was assessed using a recognition paradigm. missing variables. As the number of missing sen-tences increased, more errors in recognition were committed. The entity pattern produced more er-rors than did the person pattern. These findings pro-vide evidence that attributional templates exert an organizing influence on memory for social informa-tion. (Author/NRB)

ED 263 488 CG 018 64 Johnston, Lloyd D. And Others Drugs and American High School Students 1975-1983. CG 018 645

Michigan Univ., Ann Arbor. Inst. for Social Re-search.

search.
Spons Agency—National Inst. on Drug Abuse
(DHEW/PHS), Rockville, Md.
Report No.—DHHS-ADM-85-1374
Pub Date—84
Grant—3-R01-DA-01411
Note—500p.; For highlights of this report, see ED

258 126

238 126.
Pub Type— Reports - Research (143)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors— "Drinking, "Drug Use, High Schools,
High School Seniors, Illegal Drug Use, Marihuana, Sedatives, "Smoking, Stimulants, "Student
Attitudes, "Trend Analysis
This report contains detailed statistics on the
Descriptors of drug use among American high cohe

Attitudes, "Trend Analysis

This report contains detailed statistics on the prevalence of drug use among American high school seniors in 1983, and on trends in those figures since 1975. The introduction provides an overview of the study design and purposes; defines the larger population represented by the survey samples; and discusses sampling procedures, questionnaires and administration methods, the representativeness of the sample, and the validity of the self-report measures of drug use. Section II provides an overview of important results. Section III, Prevalence of Drug Use and Recent Trends, is divided into 12 chapters. Chapter I provides a compilation across drugs of the key results contained in chapters 2 through 12 which deal with actual use of various drugs: marijuans/hashish, inhalants, hallucinogens, cocaine, heroin, opiates other than heroin, stimulants, sedstives, tranquilizers, alcohol, and cigarettes. Extensive figures and data tables are included in each chapter. A standard set of tables with comparable table numbers from chapter to chapter are used whenever possible. The key points from data tables are presented in a brief, structured format at the beginning of each chapter. Chapters have been organized and formatted to facilitate use of this report as a reference work. Section IV examines attitudes and beliefs about drugs and the social milieu. Section V presents other findings from the survey. A brief guide for interpreting data tables is appended and all measures discussed in the report are either given or operationally defined in the appendices. (Author/NRB)

DO 489

CG 018 64

Boer and Wine Advertising: Impact of Electronic Media. Hearing before the Subcommittee on Teleconsmunications, Consumer Protection, and Finance of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, First Session on H.R. 2526 and H.R. 1901. ED 263 489 CG 018 646

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Pub Date—21 May 85

run Date—21 May 85 Note—643p; Some pages are marginally reproducible due to amall print. Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

asse from EDRO.

Bescriptors—"Advertising, "Alcoholic Beverages, Alcoholism, Broadcast Industry, "Federal Legislation, Hearings, "Mass Media Effects, Media Research, "Radio, "Television Commercials

search, "Radio, "Television Commerciais Identifiers—Congress 99th
This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the impact of broadcast alcohol advertising on alcohol-related problems, the responsibility of the broadcast media in shaping attitudes about alcohol, and how to reduce any negative tudes about alcohol, and how to reduce any negative impact of advertising. Statements were heard from committee chairman Timothy E. Wirth; from other committee members; and from John F. Seiberling, a Congressman from Ohio who testified in support of H.R.2526, the Fairness in Alcohol Advertising Act. Witnesses included the executive director, Center for Science in the Public Interest; an attorney from George Washington University Law School; the deputy director of the Bureau of Alcohol, Tobacco, and Firearms; a Michigan State University professor of Communications and Television; and the assistant director of the Social Science Institute, Washington University. Also testifying were the presidents of the National Association of Broadcasters, the Wine Institute, the United States Brewsers Association, the Association of Independent res Association, the Association of Independent Television Stations, the American Advertising Federation, and the National Radio Broadcasters Assoeration, and the National Radio Broadcasters Asso-ciation; and representatives from the Television Operators Caucus, Inc., the Survey Research Center at the University of Michigan, the American Civil Liberties Union, the National Congress of Parents and Teachers, and two brewing companies. Win-nesses discussed a variety of positions on alcohol advertising, bans and restrictions on advertising, voluntary efforts by the media to prevent alcohol abuse, and research on the effects of advertising. Perpared statements supplemental testimonies and abuse, and research on the effects of advertising. Prepared statements, supplemental testimonies, and additional materials are included throughout the text. (NRB)

ED 263 490 CG 018 647

Trushin, Barbara Y.

A Plan to Reduce Referrals for Psychological Evaluation in the South Central Area of Dade County Schools, Practicum Report.

Nova Univ., Fort Lauderdale. Center for the Ad-

vancement of Education. Pub Date—4 Jun 85

Pub Date—4 Jun 85
Note—128p.; Ed.D. Practicum, Nova University.
Pub Type— Diasertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plas Postage.
Descriptors—\*Elementary Education, Inservice
Teacher Education, Program Development, Program Effectiveness, \*Program Implementation,
\*Psychological Evaluation, Special Education,
\*Student Evaluation, \*Student Needs, \*Teacher
Workshore.

Workshops lentifiers—Dade County Public Schools FL Identifiers—Dade County Public Schools FL
This practicum report presents a plan to reduce
refernals for psychological evaluations in the schools
in Dade County, Florida. Three goals of the plan are
identified: (1) to reduce the backlog of referrals in
three elementary schools; (2) to improve the placement rate of those students who are referred; and (3)
to help teachers identify children who might qualify
for programs, understand state criteria for placement, and learn alternatives to testing for special
education. Chapter I describes the community in
which the project was implemented. Chapter II provides a description of the problem along with documentation, gives an analysis of the causes, and
shows the relation of the problem to the literature.
Chapter III states the anticipated outcomes and describes evaluation instruments used and the plans scribes evaluation instruments used and the plans for analyzing results. Chapter IV discusses and evaluates possible solutions, justifies the solution se-lected, provides a calendar plan for implementation, and reports on the actions taken, including the con-ducting of three teacher in-service workshops at the target elementary schools. Chapter V presents the results of the project, conclusions, and recommen-dations. Appendices contain an organizational chart; referral packet forms; a map of the project area; school reports from the target schools; an anal-ysis of open cases, data on the Exceptional Student operations; the Teacher's Handbook for Special Ed-tucation; and sections on specific learning disabili-ties, emotionally handicapped students, and the educable mentally handicapped. Workshop forms and a list of counseling services in the project area are also given. (NRB)

CG 018 648 White, Debra J.
The Dynamics of Perfectionism: Fear of Self-Com-

Pub Date—Aug 85

ote—13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, - Opinion Papers (120) - Speeches/ Pub Type-

Pub Type— Opinion rapers (120) — Specials Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anxiety, "Failure, "Psychological Patterns, Role Perception, Self Concept, "Self Evaluation (Individuals)
Identifiers—"Perfectionism, "Self Compassion Identifiers—"Perfectionism, "Self Compassion of the Part of the Pa

Levausation (individuals) Identifiers—\*Perfectionism, \*Self Compassion Many clients experience chronic anxiety, procrastination, indecisiveness, and a lack of commitment in their lives. In a number of these cases, the dynamic underlying the distress of these individuals is that of perfectionism, an exceedingly strong internal demand to perform constantly without flaw. Many social and familial factors set the stage for perfectionism, and it manifests itself in emotional, behavioral, and cognitive dynamics. Many forms of religious training, traditional Western education, and the media all uphold perfectionistic thinking. The obsession with being perfect infiltrates families and is passed on from generation to generation. The perfectionist seems to lack a sense of self-compassion, compassion as an attitude which includes trust in oneself to learn and grow, a commitment to proin oneself to learn and grow, a commitment to proin oneself to learn and grow, a commitment to providing oneself a nurturing inner environment in which to grow, and loyalty to oneself while growing. Therapy with a perfectionistic client is often difficult. Guidelines which may be helpful include: (1) placing the dynamic of perfectionism within the environmental context; (2) helping clients to experience the degree to which perfectionistic standards infiltrate their lives; (3) examining the full cycle of critical self-statements, emotional reactions, and compulsive behaviors; and (4) addressing the underlying fear of self-compassion. (Author/NRB)

CG 018 649 ED 263 492

Kulik, Chen-Lin C.

Effects of Inter-Claus Ahility Grouping on Achievement and Self-Esteem.

Pub Date—Aug 85

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

tion (93rd, Los Angeles, CA, August 23-27, 1985).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MPOI/POI Plus Postage.
Descriptors—\*Ability Grouping, "Academic Achievement, Elementary Secondary Education, "Gifted, "Meta Analysis, "Self Esteem, "Slow Learners, Students, Track System (Education) Inter-class ability grouping, i.e., assigning students to classes according to ability, is a controversial topic among parents, teachers, school administrators, and educational researchers. To determine the effects of inter-class ability grouping, a meta-analytic methodology was applied to 85 studies carried out in elementary and secondary schools. Screening of studies yielded 40 studies at the elementary achool level and 45 studies at the secondary school level which were suitable for analysis. Two separate analyses were performed. The first analysis covered achievement results, which were reported in 78 studies. The second analysis covered effectsem results, which were reported in 74 studies. The results revealed that, while the average achievement effect size was only 0.15, certain types of studies produced stronger results than did other types of studies. The feature that proved most important in determining strength of results was the

type of program examined in the study: honors programs designed especially for talented students had clear positive effects when compared to XYZ and remedial programs. Results on self-esteem revealed remedial programs. Results on self-esteem revealed that the average effect of grouping on self-esteem scores of students was near zero. These findings suggest that homogeneous grouping is often beneficial for talented students, may improve achievement and self-esteem of slow learners, and has little effect on the achievement and self-esteem of average students. Graphs are included. (NRB)

CG 018 650

ED 263 493 CO 018 03 Petersen, Anne C. Crockett, Lisa Factors Influencing Sex Differences in Spatial Ability during Adolescence. Pub Date—Aug 85

tote—18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

1985).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, "Adolescents, "Meta Analysis, "Perceptual Development,
Secondary Education, "Sex Differences, "Spatial
Ability, Test Wiseness
Identifiers—Mental Rotation
Research on the emergence of sex differences in
spatial ability during early adolescence prompted a
meta-analysis of 172 spatial ability studies conducted since 1974. The meta-analysis confirmed
that there are actually several spatial abilities, that ducted since 1974. The meta-analysis confirmed that there are actually several spatial abilities, that some types of spatial ability show marked sex differences while others show none, and that spatial constructs manifesting sex differences show them as early as the construct has been measured. Studies in the meta-analysis were divided according to three spatial constructs: mental rotation, spatial perception, and spatial organization. Significant sex differences, in favor of males, were found in mental rotation and spatial perception. A longitudinal study of 335 young adolescents revealed strong sex effects (males higher) and grade effects (876) on the Primary Mental Abilities Test. Another study of 135 high school seniors revealed a timing of puberty effect showing better spatial ability among late maturers on the Embedded Figures Test. Some set differences in test strategy were found. It was also turers on the Embedded Figures Test. Some sex differences in test strategy were found. It was also found that adolescents, especially boys, who partici-pated in spatial activities did better on spatial tasks. These analyses suggest that sex differences in men-tal rotation skill emerge before adolescence and are little affected by adolescent development and so-cialization. It is possible that both biological and aocial factors could account for the observed sex differences. (NRB)

ED 263 494 CG 018 651

Ford, J. Kevin And Others
The Relationship among Criteria as a Function of Subgroup Membership: An Integrative Review, Pub Date—Aug 85
Note.—17. P.

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985)

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Evaluation Criteria, Evaluators, \*Job
Performance, \*Knowledge Level, \*Meta Analysia, \*Personnel Evaluation, \*Racial Differences,

"Supervisors
From a cognitive perspective, racial bias is evident
when raters weigh job-relevant information differentially as a function of ratee race. The results of
studies that have examined this issue have been constudies that have examined this issue have been con-liciting. Meta-analytic procedures were used to pro-vide more definitive conclusions as to whether supervisor ratings are more strongly related to ob-jective indices of performance for black than for white employees. The results from 18 studies indi-cated that the relationship between objective and subjective measures varied as a function of ratee race and the type of objective criteria used. The ratings of blacks were more related to objective indi-ces than were the ratings of whites. Differences in correlations by race were found for performance but ces than were the ratings of writes. Directences in correlations by race were found for performance but not for objective job knowledge measures. More at-tention needs to be focused on uncovering system-stic job relevant and irrelevant variance that is related to both subjective and objective indices of performance. (Author INRB) ED 263 495 CG 018 652

Balinky, Jean L. Maintaining Professional Psychological Identity and Integrity in School Practice.

and Integrity in School Fractice. ub Date—Aug 85 fote—16p.; Paper presented at the Annual Con-vention of the American Psychological Associa-tion (93rd, Los Angeles, CA, August 23-27,

Pub Type- Opinion Papers (120) - Speeches/ Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Elementary Secondary Education, Financial Support, \*Job Satisfaction, \*Organizational Climate, \*Professional Development, \*School Psychologists, \*Work En-

vironment

The most difficult part of being a school psychologist is working in a school. Demands for accountability and staff productivity from federal, state, and local funding sources can lead to a lack of flexibility in educational strategy, increased pressure to place students in special education programs, and restrictions on the role of the school psychologist to functions that can be readily measured. Court litigation tions that can be readily measured. Court litigation may result in school psychologists functioning not on the basis of scientifically sound procedures, but on the basis of scientifically sound procedures, but in conformity to legal decisions. The availability of federal funds for the handicapped can force psychologists to label students as handicapped in order to receive help for them. Schools on tight budgets can pressure psychologists to recommend special programs for the handicapped which are economically rather than educationally optimal. Other schools save money by getting "psychological" services from people in specialities with lower training levels and lower salaries than school psychologists. Supervision by non-psychologist administrators and teacher relations can also cause problems. School psychologists must behave professionally in order to cope with these problems. They must be educators themselves, communicate with teachers on an educational level, follow proper changels of communications. themselves, communicate with teachers on an edu-cational level, follow proper channels of communi-cation, and get to know their communities. Joining cation, and get to know their communities. Joining professional psychological associations, maintaining contact with other psychologists, paticipating in continuing education, keeping up on current research and literature, and being familiar with American Psychological Association standards and guidelines can all help school psychologists to function as professionals. (NRB)

CG 018 653 Emanuel, Joseph Bernhardt, Greg Marriage Counseling Using Differing Personality Types as a Resource. Pub Date—Oct 84

Pub Date—Oct 84

Note—15p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education Supervision (Chicago, IL, October 18-20, 1984).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—Attitudes, Classification, \*Cognitive Style, Counseling Techniques, Interpersonal Relationship, \*Marriage Counseling, Perception, Personality

Theories, \*Personality Traits, \*Spouses.

\*Spouses
Identifiers—\*Jung (Carl G), \*Myers Briggs Type

Identifiers—"Jung (Carl G), "Myers Briggs Type Indicator Carl Jung's theory of type states that much seemingly chance variation in human behavior results, not from chance, but from basic differences in human functioning. This theory is divided into two major components: fundamental human attitudes (extroversion, introversion) and basic mental processes (sensation, intuition, thinking, feeling). Sensation and intuition represent functions of perception while thinking and feeling are functions of judgment. Personality is structured by four preferences concerning the use of perception and judgment: extroversion or introversion, sensing or intuition, thinking or feeling, perception or judgment: extroversion or introversion, sensing or intuition, thinking or feeling, perception or judgment: extroversion or introversion, sensing or intuition, thinking or feeling, perception or judgment: extroversion or introversion, sensing or intuition, thinking or feeling, perception or judgment: extroversion or introversion, sensing or intuition, thinking or feeling, perception or judgment: these personality preferences that comprise the conceptual framework of the Myers-Briggs Type Indicator (MBTI), a psychological instrument which measures variations in normal attitudes and behaviors. The MBTI can be a valuable marriage counseling tool. After having a couple take the MBTI, the counselor who interprets the results to them should be aware of their personality types and should realize that individuals will perceive and judge data differently. Once the MBTI results are presented, it is important to initiate plans for the

couple on how this new information will impact their lives. Couples who have commitment to change can facilitate the change process by having an appreciation of the other person's type. The MBTI can be a useful tool for explaining their types to these (ABB).

Schaie, K. Warner Willis, Sherry L.

Differential Ability Decline and Its Remediation in Late Adulthood.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—Aug 85

Pub Date—Aug 85 Grant—AG-03544; AG-04770

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

tion (93rd, Los Angeles, CA, August 23-27, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Development, Age Differences, "Aging (Individuals), "Cognitive Restructuring, "Induction, "Intellectual Development, Longitudinal Studies, Middle Aged Adults, "Older Adults, "Spatial Ability, Verbal Ability A major issue concerning adult intellectual development is whether intellectual decline in late adult-hood is uniform or ability-specific. Differential patterns of ability decline were analyzed by comparing data on longitudinal age change over the age range from 53 to 81 years from two successive 14-year periods (1956-1970 and 1970-1984). The abilities considered were Verbal Meaning, Spatial Orientation, Inductive Reasoning, Number Skills, and Word Fluency. Subjects (N=229) for whom data were available over the 1970-1984 period were administered a battery of tests and were assigned to and word Fluency. Subjects (N=223) for who data were available over the 1970-1984 period were administered a battery of tests and were assigned to five sessions of cognitive training on one target ability (Inductive Reasoning or Spatial Orientation) and practice on the remaining abilities. Two weeks after training, subjects were re-administered the test battery. The data replicated earlier findings that significant age decrement does not begin until age 60. Patterns of decline differed in level by cohort and, for Word Fluency, also in rate of decline. Practice reversed average performance drops from age 53 to 67 on all abilities except Number, and reversed performance drops from age 60 to 74 on Verbal Meaning, Spatial Orientation, and Word Fluency. Cognitive training further reversed the drop on Inductive Reasoning from age 67 to 81. (Author/NRB)

CG 018 655 EAJ 405 426 Revenson, Tracey A. Felton, Barbara J. Perceived Stress in Chronic Illness: A Compara-tive Analysis of Four Diseases. Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Nov 85 Grant—NIMH-MH-29822

Grant—NIMH-MH-29822
Note—21p.; Paper presented at the Annual Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cancer, Coping, \*Disbetes, \*Diseases, \*Hypertension, Middle Aged Adults, Older Adults, \*Stress Variables
Identifiers.\*\*Arthritis

eases, "Hypertension, Middle Aged Adults, Older Adults, "Stress Variables Identifiers—"Arthritis

Most studies of stress and coping processes among patients with serious illnesses have focused on acute illness states. Far less research has involved systematic examination of the types and frequency of illness-related stresses experienced by individuals living with chronic illness. To compare the nature and degree of illness-related stress posed by four chronic diseases, reports of illness stress were obtained from 170 middle-aged and elderly outpatients faced with a diagnosis of cancer, rheumatoid arthritis, diabetes mellitus, or hypertension. The results revealed that the two most frequently named stresses were demands imposed by the treatment regimen and restrictions imposed on the patient's lifestyle. Other important concerns reported were coping with pain and disease-related symptoms, limited mobility, and problems with social relationships caused by the illness. The results indicated that although a set of stresses common to chronic disease could be empirically identified, important illness-to-illness differences existed in the type and intensity of stress reported. Cancer patients ex-

pressed fears of death, uncertainty about future health, interpersonal relationship problems, and dis-ease-related symptoms; diabetics felt stressed by treatment demands, and arthritics were concerned with physical limitations. While these findings con-form to objective clinical features of each diagnosis, some so objective clinical features of each diagnosis, they also emphasize the importance of attending to patients' subjective illness experiences in providing comprehensive medical care. (Author/NRB)

ED 263 499

CG 018 656
Eisen, Marvin Zellman, Gail L.
Health Belief Model-Based Changes in Sexual
Knowledge, Attitudes and Behavior.
Spons Agency—Texas Univ., Austin. Research Inst.
Pub Date—Aug 84

Knowledge, Attitudes and Behavior.

Spons Agency—Texas Univ., Austin. Research Inst. Pub Date—Aug 84
Note—23p. Paper presented as part of the symposium "A Health Belief Model Approach to Improving Adolescent Fertility Control" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related documents, see ED 256 970 and CG 018 639.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MPOI/PCOI Plus Postage.

Descriptors—"Adolescents, "Attitude Change, "Behavior Change, "Contraception, Intervention, Pregnancy, "Program Effectiveness, Sex Education, "Sexuality Identifiers—"Health Belief Model
A Health Belief Model (HBM) based educational intervention intended to increase adolescents 'fertility control through abstinence or effective contraceptive usage was implemented and evaluated by pre-intervention interviews with 203 adolescents and post-intervention interviews with 146 adolescents. Participants' sexuality-related knowledge and attitudes were assessed 1 to 7 days before the program, on the day immediately after the program, and 3 to 6 months after completion of the program. Evaluation instruments tapped the four major perceptual components of the HBM: suaceptibility to pregnancy, seriousness of pregnancy, interpersonal benefits of contraceptive usage, and barriers to contraceptive usage. Comparisons of pre- and posttest data revealed that the HBM intervention produced modest, but statistically significant changes in the health belief perceptions of participants and produced substantial changes in sexuality and contraceptive usage following the program. Most importantly from a HBM perspective, the findings demonstrated substantial relationships between some health beliefs, sexual knowledge, and subsequent contraceptive usage for those adolescents who were or became sexually active following the program. (NRB)

ED 263 500 CG 018 657 ED 263 500

CG 01

Larsen, John L. Juhasz, Anne McCreary

The Effects of Knowledge of Child Develop
and Social Emotional Maturity on Adole
Attitudes Toward Parenting.

Pub Date—[79]

Note—36p.

Pub Type— Reports - Research (143) EDRS Price - MF01 Plus Postage, PC Not Avail-

Pub Type—Reports - Research (143)
EDRS Price - MF01 Pus Poetage. PC Not Available from EDRS.
Descriptors—"Adolescents, Attitudes, "Child Development, Child Rearing, "Emotional Development, Second Rearing, "Emotional Development, "Females, Higher Education, Junior High Schools, Negative Attitudes, "Parenthood Education, "Social Development
Parenting, always a complex and difficult task, is even more difficult for teenage parents who are generally less able financially, emotionally, and cognitively than adults to nurture and care for their children. The relationship between the combined effect of knowledge of child development and level of social-emotional maturity, and the extent to which this relationship affects adolescent attitudes toward parenting was investigated in 434 females from junior colleges, a university, and a junior high school. Subjects completed the Knowledge of Child Development Inventory, the California Psychological Inventory, and the Adult/Adolescent Parenting Inventory, and the Adult/Adolescent Parenting Inventory, The analysis of the data (multiple regression and canonical analysis) suggested that there were significant relationships among the variables being examined. In general, the relationships indicated that subjects 'negative attitudes toward parenting were associated with lack of knowledge of child development and low levels of social-emotional maturity, and subjects' positive attitudes

toward parenting were associated with knowledge of child development and high levels of social-emo-tional maturity. The joint impact of knowledge of child development and social-emotional maturity factors on attitudes toward parenting accounted for 51 percent of the variation among the variables. (Several data tables are included throughout the text.) (Author/NRB)

ED 263 501

Moon, Charles E. And Others
Relaxation and Educational Outcomes: A
Meta-Analysis.

Pub Date—Apr 85

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). 1985).

Pub Type-- Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Achievement, Children,
"Cognitive Processes, College Students, Elemen-tary Education, Higher Education, Imagery, Kin-esthetic Methods, Learning Processes, Music,
"Psychoeducational Methods, \*Relaxation Train-

ing Identifiers—\*Consciousness

ing Identifiers—\*Consciousness
As consciousness becomes a more viable field of investigation and research, more attempts are being made to examine states of consciousness and their effects on certain abilities. A meta-analysis was used to examine the state of relaxation and its effects on learning, performance, and academic achievement. A search of PsychlNFO, the data base of the American Psychological Association, yielded 20 studies with relevant statistics. Each study used a control group to compare the effects of one or more of the following relaxation techniques: (1) kinesthetics; (2) progressive relaxation; (3) progressive relaxation with imagery. One-half of the studies involved college undergraduates and the other half involved elementary school pupils. Meta-analysis of the studies revealed that relaxation techniques, in particular progressive relaxation techniques, had a small positive effect on cognitive academic variables. Examination of the studies suggests, however, that more carefully designed and implemented studies need to be undertaken, especially in the area of relaxation techniques and affective educational outcome. (ABB)

ED 263 502 CG 018 659

Discoe, Ira And Others
Opinions about Child Abuse Survey: An Assessment of Professional Attitudes concerning Child

Texas Univ., Austin. Inst. for Human Development and Family Studies.

and Panniy Studies.
Spons Agency—Texas Univ., Austin. Research Inst.
Pub Date—Aug 85
Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1095)

tion (93rd, Los Angeles, CA, August 23-27, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pustage.
Descriptors—\*Attitudes, \*Child Abuse, Child Advocacy, Child Caregivers, \*Child Custody, Child Neglect, Community Programs, Parent Child Relationship, \*Social Responsibility, Surveys Identifiers—Texas
Public awareness of the problem of child abuse and public willingness to participate in solving the problem have grown in recent years. To further the success of advocacy efforts, volunteer recruitment, fund-raising, and implementing programs for child abuse prevention and treatment, an understanding of both non-professionals' and professionals' attitudes concerning child abuse is needed. The Opinions About Child Abuse Survey was completed by 132 persons attending the Governor's and Attorney General's Conferences on Child Abuse and Neglect held in September, 1984, in Austin, Texas. Respondents included mental health professionals, law enforcement officers, judicial system professionals, and individuals involved in the direct care of children. The survey identified respondents' perceptions regarding the causes, conditions of, and desired response to the problem of child abuse and assessed the individual's level of direct and indirect experience with child abuse. Those surveyed agreed that treatment and prevention were priorities for community support and that the state is ultimately

responsible for dealing with the problem of child abuse. While the majority of professionals noted that removing a child from the home should be a last resort, they did not agree on the actual allocation of funds for intervention programs. (Three tables of response statistics are included and the survey in-strument is appended.) (Author/ABB)

ED 263 503 CG 018 660

ED 263 503 CG 018 660 Lamwers, Linda L. And Others Comparison of Three Methods to Reduce Student Procrastination in PSI. Pub Date—Aug 85 Note—12p.; Paper presented at the Annual Convention of the American Psychological Associa-tion (93rd, Los Angeles, CA, August 23-27, 1985)

1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*College
Students, Higher Education, Motivation Techniques, \*Pacing, \*Performance Contracts, Program Effectiveness, Program Improvement,
Student Characteristics, Student Evaluation,
\*Student Motivation
Identifiers—\*Personalized System of Instruction,
\*Procrastination
While self-nacing may appear to be an ideal solu-

While self-pacing may appear to be an ideal solu-tion to problems stemming from individual differ-ences in academic skill levels among college students, students in Personalized System of Inences in academic skill levels among college students, students in Personalized System of Instruction (PSI) courses may tend to procrastinate. Three course contingencies were studied for their effectiveness in reducing student procrastination and increasing student progress: Contracting (N=154) whereby students contracted individually with an instructor for testing days; Doomsday and Tokens (N=141) in which students were given deadlines and awarded activity credits for course work completion; and Doomsday (N=148) in which students were given a deadline for course work completion. The dependent measures included date of first testing attempt, student progress in the ccurse, withdrawal rate, and gender distributions. The results revealed that students in the Contracting condition progressed at a faster rate than students in either the Doomsday or the Doomsday and Tokens conditions (p.001), but there were no significant differences in grade distributions or success/failure rates. Withdrawal rates were higher in the Doomsday and Doomsday and Tokens conditions than in Contracting. Contracting was the most effective but also the most costly in reducing procrastination. (Author/ABB)

ED 263 504 CG 018 661 Alzheimer's Disease. Report of the Secretary's Task Force on Alzheimer's Disease. National Inst. of Mental Health (DHHS), Rock-

ville, MD.

Report No.—DHHS-ADM-84-1323 Pub Date—Sep 84

Note—123p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

Pub Type- Books (010) - Information Analyses (070)

(070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Aging (Individuals), \*Family Problems, Federal Programs, Health Education, \*Health Programs, Medical Care Evaluation, Medical Education, \*Medical Research, \*Older Adults, Public Health Legislation, Social Support Groups, Special Health Problems

Identifiers—\*Alzheimers Disease

This report of the Health and Human Services
Department Task Force on Alzheimer's Disease addresses nine main areas in a problem-oriented approach aimed at better defining research needs and options as well as training, service, and policy issues relevant to Alzheimer's disease. Individual chapter deal with research in the areas of epidemiology, etideal with research in the areas of epidemiology, eti-ology and pathogenesis, diagnosis, clinical course, treatment, the family, and systems of care. Other chapters concentrate on issues related to the train-ing of research and clinical personnel and educa-tional materials and information dissemination for uonai materiass and information dissemination for professionals and the public. Sections in each chap-ter contain recommendations for research, for train-ing (research and clinical), and for information dissemination. References are listed and an exten-sive appendix of projects on Alzheimer's disease supported by federal programs is included. (ABB) ED 263 505 CG 018 662

ED 263 505

Carnevale, Peter J. D. Leatherwood, Marya L. Mediation and the "Chilling" Effect of Med-Arb in a Simulated Labor-Management Dispute.

Pub Date—Aug 85

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). 1985)

1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Arbitration, Collective Bargaining,
College Students, "Conflict Resolution, Higher
Education, Labor Demands, "Labor Problems,
"Negotiation Impasses, Problem Solving, Simula-

"Negotiation Impasses, Problem Solving, Simulation
Identifiers—Labor Management Cooperation
Mediation and mediation-arbitration (med-arb)
are two forms of third-party conflict intervention
that can affect integrative agreements in labor-management negotiation. In an attempt to evaluate the
relative value of each of these two methods, 160
volunteers, almost all business students, were randomly placed into a mediation triad, a med-arb
triad, or a no-third-party dyad. The negotiation task
for each triad or dyad involved wage rate, cost of
living increase, over-time rate, and health benefits.
In the med-arb triads the negotiators were told that
if they reached no agreement, the mediation would
settle the dispute. The negotiators were told that
if they reached no agreement were reached. The
highest joint outcomes were obtained in the
med-arb triads; the lowest in the no-third-party
dyads. These differences reflected the outcome of
the person who did the best, not the outcome of the
other negotiator. The outcome difference variable
was greatest in the med-arb condition. This suggests
that med-arb produced the most competitive atmosphere. Less trust, more insults, and greater interpersonal distance were reported in the med-arb
triads. The results indicate that mediator power, as
seen in a med-arb stustion, produces a "chilling
seen in a med-arb stustion, produces a "chilling personal distance were reported in the med-arb triads. The results indicate that mediator power, as seen in a med-arb situation, produces a "chilling effect" and leads to more inequitable outcomes. The subject sample used in this study may explain the results differing from previous research. (TW)

Staudenmier, Julie Tetrick, Lois E.
Perceptions of Appraisal Episodes: A Test of Two
Structural Models.
Pub Date—Aug 85

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

1985)

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Adults, "Employee Attitudes, Goal
Orientation, Job Performance, Modeis, "Objectives, Performance Factors, "Personnel Evaluation, "Work Attitudes, "Work Environment
Identifiers—"Performance Appraisal
Although previous research on perception of work
environment has focused on the underlying structure of the environment, perception of a specific
event can indicate whether a three-dimensional
model (prediction, understanding, and control) or a event can indicate whether a three-dimensional model (prediction, understanding, and control) or a two-dimensional model (information and control) accounts for the individual's perception in terms of goal setting, goal consensus, goal ciarity, performance clarity, ownership of goal setting and appraisal process, and impact on appraisal interview. These two models were examined in the context of the performance appraisal episode. A 15-item questionnaire representing the above six variables was administered to 206 exempt employees at a large electronic information processing organization. The results indicated that the three-dimensional model fit the data better than did the two-dimensional model. This suggestion, however, is tentative befit the data better than did the two-dimensional model. This suggestion, however, is tentative because of some limitations on this study. Not all aspects of the performance appraisal interview were included, error terms were assumed to be uncorrelated, and the goal-setting and appraisal program was newly instituted in the sample. Nonetheless, prediction, understanding, and control are three psychological dimensions that individuals use to make sense of events in their work environment. (TW)

CG 018 664 Clair, Jeffrey Michael Hashimoto, Shige

Contrasts and Similarities in Attitudes toward Death of Health Care Providers.

Pub Date-Nov 85 run Date—Nov 05
Note—29p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP01 Plus Postage. PC Not Available for ETRES

able from EDRS.

EDRS Price - MF01 Pins Postage. PC Not Available from EDRS.
Descriptors—Adults, Allied Health Personnel, \*Attitudes, Clergy, \*Death, \*Fear, \*Health Personnel, Medical Care Evaluation, Patients, Psychologists, \*Religion, Social Workers Although death and the circumstances surrounding it are inevitable for all people, open discussions of this subject are considered morbid and thus taboo. The fear of death, however, greatly affects the care administered to dying patients in a health care setting by professionals, family, and friends. A mail survey was administered to 247 individuals, aged 24 to 72, identified from five occupational groups in San Diego County: physicians, nurses, clergy, social workers, and psychologists. The fear of death, a dependent variable, was measured by Feifel? Metaphor Scale and a death adjective semantic differential scale. Data analysis revealed that statistical relationships existed between fear of death and occupation, religious affiliation, and religiosity. Multiple regression, however, did not yield many significant correlations. Age, sex, educational level, and death education training had no significant effect on the attitudes toward death among health care providers. Because imprecise measurement of indicators presents a problem in this type of research, more reliable scales are needed. (Data tables are included.) (Author/TW)

ED 263 508 CG 018 665

Epstein, Norman
Cognitive Behavioral Marital Therapy in the
Treatment of Depression.
Pub Date—Aug 85
Note—30p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

1985).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Behavior Modification, \*Cognitive
Restructuring, Conflict Resolution, \*Counseling
Techniques, \*Depression (Psychology), Marital
Instability, \*Marriage Counseling, Problem Solving, \*Snow, Pagers, P

Techniques, "Depression (Psychology), Maritat Instability, "Marriage Counseling, Problem Solving, "Spouses This paper considers the common association between marital problems and depression and describes the cognitive and behavioral factors which are common to these two problems. A set of cognitive behavioral interventions is presented, a treatment procedure which addresses cognitive and behavioral factors at the intrapersonal and interpersonal levels is described, and treatment limitations and possible solutions to problems that may arise in treatment implementation are discussed. The interventions presented, which focus on modifying spouses' distorted causal attributions, include logical analysis, review of past and current concrete evidence, and the use of behavioral experiments to test assumptions. Since treatment combines individual and conjoint sessions, strategies are given for conducting each type of session. Specific therapeautic issues and procedures for use with depressed and nondepressed spouses are described. Methods of reducing clients' tendencies to view their marital problems in terms of unidimensional causality is reviewed, as are methods for modifying rouses." nondepressed spouses are described. Methods of re-ducing clients' tendencies to view their marital problems in terms of unidimensional causality is re-viewed, as are methods for modifying spouses' self-fulfilling negative prophecies about their rela-tionship. Techniques for modifying unrealistic be-liefs about individual and marital functioning are outlined. Possible solutions to common problems such as depression in both spouses, an unavailable partner, chronic aversive marital interaction, and problematic therapist characteristics are presented. (Author (ABB) problematic the (Author/ABB)

ED 263 509 CG 018 666

Williams, Julie E. And Others
Appalachian Adolescent Health Education Project
(AAHEP) Evaluation: A Study of Teen Pregnancy in East Tennessee (1982-1985),
Douglas Cherokee Economic Authority, Morristown, TN.

Spons Agency—Office of Adolescent Pregnancy Programs (PHS), Washington, DC. Pub Date—Nov 85

ote—25p.; Paper presented at the Annual Con-vention of the Mid-South Educational Research Association, Biloxi, MS, November, 1985. For related documents, see CG 018 692, CG 018 693, and CG 018 694.

and CG 018 994.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC31 Plus Postage.
Descriptors—\*Adolescents, \*Birth Rate, Birth
Weight, Contraception, Counseling Services,
\*Early Parenthood, Family Planning, Fenales,
High Schools, \*Pregnancy, Prevention, \*Sex Education Identifiers-

- \*Appalachian Adolescent Health Educ

ragin schools, "Pregnancy, revention," Sex Education
Identifiers—"Appalachian Adolescent Health Educ
Project, "Tennessee
The Appalachian Adolescent Health and Education Project (AAHEP), in operation for 3 years, is
a program designed to reduce adolescent pregnancy
rates (prevention component) and provide care for
pregnant teenagers (care component) in East Tennessee. Limitations in funding and service delivery
prompted the AAHEP to modify its 15-county
scope by concentrating its care efforts in 3 counties
and its prevention efforts in 2 counties. A review of
statistics for the 15-county AAHEP area, the
5-county target area, the 10-county non-target area,
and a 3-county control area revealed qualitative and
quantitative changes that, although they could not
be definitely attributed the project, seemed
strongly associated with project efforts. Target
county care services such as counseling, pre-natal
care, information on child-care and parenting, introduction to primary care system, determination of
sources of payment for medical services, and adoption options, were associated with a reduction of low
birth-weight babies born to teenage mothers. Prevention efforts, which included educating high
school students about male/female puberty, male/
female reproduction, contraception, fetal development, sexually transmitted diseases,
decision-making skills, and values education, appear
to have reduced the incidence of adolescent births,
especially in counties where service has been most
intense. (Extensive tables and demographics are included.) (ABB)

ED 263 510 CG 018 667 Wolff, Hans Juhasz, Anne McCreary Determinants of Compliance among Pediatric Am-

Determinants of Compliance among Pennstric Ambilyopia Patients.

Pub Date—[83]

Note—24p.; This paper is based on "Determinants of Patient Compliance among Pediatric Amblyopia Patients," Ph.D. dissertation by Hans Wolff, Loyola University, 1983.

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage, PC Not Available from EDBS.

EDRS Price - MF01 Plus Poetage. PC Not Available from EDRS.
Descriptors—Childhood Attitudes, Children, Eyes, Medical Evaluation, Medical Services, Parent Attitudes, \*Parent Child Relationship, \*Parent Influence, Patients, \*Pediatrics, Physician Patient Relationship, Success Identifiers—\*Amblyopia, \*Comptiance (Behavior) Given the recent focus on patient responsibility for health status and improvement, it is important to understand the dynamics involved in patient compliance to treatment regimens. The determinants of patching compliance among 30 pediatric amblyopia patients and their parents were investigated by means of parent, patient, and physician questionnaires and interviews and by some objective observations made at subsequent appointments. The means of parent, patient, and physician questions maires and interviews and by some objective observations made a: subsequent appointments. The general categories of variables tested were features of the disease, features of the treatment regimen, parent-clinician interaction, parent-child characteristics, and suppointment keeping. Appointment keeping, parent satisfaction, and weeks of previous patching appeared as the most significant variables in predicting patient compliance. They did not, however, completely explain the behavior. Features of the treatment not only helped determine compliance, but were determined by it as well. Parent satisfaction and attitude toward the child were linked to improved compliance and are areas that can be manipulated to enhance compliance. But these two variables are also influenced by factors such as life-circumstances and sentiments which are not amenable to intervention. (TW)

CG 018 668 ED 263 511 ED 263 511

CG 018 668

Damron, Suam W. Simpson, William R.

Sebstance Abuse and Schizophrenia: A Health

Maintenance Perspective.

Pub Date—Aug 85

Note—13p.; Paper presented at the Annual Convention of the American Psychological Associa-

tion (93rd, Los Angeles, CA, August 23-27, 1985).

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Alcoholism, "Drug Abuse, Drug
Addiction, Drug Therapy, "Pamily Involvement,
Psycho erapy, Rehabilitation, "Schizophrenia,
"Self Heip Programs, Stress Variables, "Veterans
Identifiers—\*Compliance (Behavior)
Abuse of alcohol or other substances by schizophrenic patients seriously undermines effective
treatment. To document the extent of substance
abuse among schizophrenic patients hospitalized in
one Veterans Administration Hospital, medical records of 100 patients were reviewed. The results
revealed that 54 patients had recent substance
abuse, with alcohol (N=47) and marijuana (N=25)
being the most commonly abused substances. A significant relationship was found between age and
substance choice with substances other than alcohol
more often abused by patients younger than 40. substance choice with substances other than alcohol more often abused by patients younger than 40. Treatment for the abuse followed a dual-disease model, designed both to alter the substance abuse behavior and to comply with treatment for schizophrenia. Inpatient programming during acute psychiatric hospitalization was used to identify substance abuse and to engage the patient and family in the treatment process. Further treatment, after discharge from the hospital, was provided by residential recovery programs and outpatient followup. Supportive therapy, both group and individual, family and patient self-help groups, and medication management were used to maintain recovery. (ABB)

CG 018 669

Weiner, Bernard
The Social Psychology of Emotions with Some
Classroem Applications.
Spons Agency—National Inst. on Alcohol Abuse
and Alcoholism (DHHS), Rockville, Md.
Pub Date—15 Aug 85
Grant—MH-38014

ote—37p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC02 Plus Pestage.
Descriptors—Adults, \*Affective Behavior, \*Attribution Theory, Children, Congruence (Psychology), Emotional Development, \*Emotional
Response, Locus of Control, Personality Development, \*Psychological Patterns, Self Esteem, \*Social Psychology

cial Psychology dentifiers—\*Emotions

Can Psychology
Identifiers—"Emotions
The psychology of emotion has been studied primarily from an intrapsychic perspective. A social psychological perspective of emotion can supplement this intrapsychic approach by examining three areas: (1) controlling the emotions of others; (2) controlling the thoughts of others through emotional expression; and (3) emotional congruence, othe fit between anticipated emotional communications and actual communications. To control the emotions of others, one must have naive theories about the determinants of emotion. Research has shown that attributional principles form the heart of some naive conceptions of emotion. Two attribution-based naive theories of emotion play important roles in the social lives of children and adults: self-esteem of others is controlled by altering comnon-based naive theories or emotion play important roles in the social lives of children and adults: self-esteem of others is controlled by altering communications along a locus dimension and anger of others is manipulated by altering communications along a controllability dimension. Other studies on how one's emotional expressions can control others' thoughts and feeling suggest that emotions function as cues that others can use. The emotional cues influence a variety of thoughts, including self-attribution, and communicated emotions play an important role in self-esteem and in attitude formation and change. Still other studies have examined emotional congruence. It is possible that the effects of incongruent emotional fits might enter into the dynamics of depression. These findings suggest that the social psychological perspective can supplement the intrapsychic approach to the psychology of emotions. (NRB)

Dean, Raymond S. Gray, Jeffrey W. GG 018 670 Implications of Neuropsychological Research for School Psychology, Pub Date—Aug 85

ote—14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27,

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Abstract Reasoning, Adults, \*Cerebral Dominance, \*Cognitive Processes, Cognitive
Style, \*Learning Strategies, Neurological Impairments, \*Neurological Organization, Prose, \*Ver-

Style, "Learning Strategies, Neurological Impairments, "Neurological Organization, Prose, "Verbal Learning Identifiers—"Concreteness (Language)
Research has suggested that the two hemispheres of the brain serve specialized functions, with the most recent studies portraying the left hemisphere as processing information in a hinear, serial, or sequential manner and the right hemisphere as processing information in a holistic, concrete, or visual mode. Although few systematic studies have attempted to integrate cognitive and neurological points of view, Paivio's (1971) portrayal of two distinct, yet interactive memory systems may be consistent with established hemispheric differences in functioning found in the human brain. Research examining the learning of individual words supports this dual processing theory. To extend this research, the degree to which the concreteness of prose materials would interact with a learner's hemispheric processing was investigated in 96 normal adult learners. Subjects were assigned to a control, imagery instructed, or hemispheric interference condition and were auditorily presented an abstract and a concrete expository passage. A second study examined this bimodal/dual processing integration with neurologically impaired learners. Results from these two studies suggest that while both hemispheres were efficient at learning concrete verbal material, the left hemisphere was better at processing abstract verbal information. These results can be interpreted as favoring a dual processing theory which operates along hemispheric lines. It can be further hypothesized that difficulties in the recall of text information may relate in part to difficulties in the integration of visual and verbal coding strategies. (Author/NRB) late in part to difficulties in the integration of visual and verbal coding strategies. (Author/NRB)

CG 018 671 Russell, Ruth V. Correlates of Life Satisfaction in Retirement.

Correlates of Life Satisfaction in Retirement.
Pub Date—Nov 85
Note—9p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Leisure Time, \*Life Satisfaction, \*Motivation, Older Adults, Participant Satisfaction, \*Perception, \*Personal Autonomy, Predictor Variables, Recreational Activities, \*Retirement, Sex Differences
Gerontological studies have found that satisfaction with life is greater among those who are still

Gerontological studies have found that satisfaction with life is greater among those who are still employed. To determine what contributes to a meaningful life when employment is no longer the person's dominant life theme, time-budget instrumentation was used with 130 residents of residential person's dominant life theme, time-budget instrumentation was used with 130 residents of residential
retirement centers in Indians. Subjects completed
measures of perceived freedom, intrinsic motivation, and positive feeling in the individual's daily
life. Subjects also responded to a single question on
how satisfied they were with their current lives. Life
circumstance variables assessed included gender,
age, marital status, annual income, self-rated health,
religiosity, retirement choice, mobility, leisure activity participation, and leisure satisfaction. The majority of subjects reported being either extremely
satisfied (26 percent) or quite satisfied (43 percent)
with their current lives. The results indicated that
life satisfaction in retirement was greater for persons
who reported more perceived freedom, intrinsic
motivation, and positive feeling experienced in their
daily lives. Other findings revealed that gender, income, and leisure satisfaction were significant correlates of satisfactions with retirement life. Females
with higher incomes and with higher levels of satisfaction in their leisure pursuits were the most satisfied with retirement life. Future research should
consider the objective circumstances surrounding
retirees, retirees' perceptions of themselves and of
their circumstances, and the socialization history of
each individual. (NRB)

ED 263 515 Anderson-Merchant, Darlene CG 018 672

ent Victims of Abuse: A Treatment Model.

Adolescent Victims of Abuse: A Treatment Model. Pub Date—Aug 85
Note—Sp.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MPOI/POI Plus Postage. Descriptora—\*Adolescent Development, "Adolescents, "Child Abuse, Child Neglect, Counseling Theories, "Group Therapy, Intervention, "Program Descriptions, "Sexual Abuse
This paper presents a theory and model for treating adolescent victims of physical and sexual abuse and neglect. The theory examines issues related to abuse or neglect and the effect that an abusive history has on adolescent development. Specific issues noted are depression, anger, low self-esteem, self-shame, lack of trust, a sense of powerlesaness, a family history of abandonment, and enmeshment or disengagement. Delayed developmental task discussed include adjusting to a changing body and developing a sexual identity; separating from the family and developing an individual identity; exploring the outside world and developing a capacity for intimacy; and developing ethical and moral standards. The treatment described begins with initial intake and treatment planning with other family components at which time the client's mental status, risk of self destructiveness, and the existence of chemical dependency and/or eating disorders are components at which time the client's mental status, risk of self destructiveness, and the existence of chemical dependency and/or eating disorders are assessed. The second phase of treatment is described as individual therapy to help the client develop trust, increase self-esteem and assertiveness, and develop personal goals. A discussion of group therapy, the primary treatment mode, focuses on a 5-step program in which the adolescent: (1) writes and presents an autobiography; (2) lists strengths and desired changes; (3) describes his abuse and its affect; (4) examines ways he has hurt others and finds alternate behaviors; and (5) assesses his own progress and decides to continue or terminate participation in the group. (ABB)

ED 263 516 CG 018 673 Blake, Catherine A.

In Response to Walker's (1984) Review on Sex
Differences in Moral Development.
Pub Date—[85]
Note—26p.; For related document, see ED 251

749.

749.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Developmental Stages, \*Hypothesis
Testing, Meta Analysis, \*Moral Development,
Moral Values, \*Research Methodology, \*Research Problems, Sex Bias, \*Sex Differences,
\*Statistical Analysis, Value Judgment
Identifiers—Kohlberg (Lawrence), \*Walker (Lawrence).

rence) Lawrence Walker's (1984) meta-analysis of 108 samples concluded that there are no sex differences in stages of moral reasoning. This paper reviews Walker's work and points out that some of his analyses, however, are controversial and favored unwarses, however, are controversial and favored unwarranted conclusions. Walker neither tested the hypothesis that males are more advanced than females in their moral reasoning nor did he address the allegation that Kohlberg's theory tends to underestimate the moral reasoning of women. Instead, the null hypothesis tested was that of no relationable between gender and moral reasoning. Walker's use of the Stouffer statistic and his assuming exact fundings of no sex differences for many samples. use of the Stouffer statistic and his assuming exact findings of no sex differences for many samples seem to have ensured support of the null hypothesis. Use of the counting method revealed that more samples reported gender differences in moral reasoning than would be expected if the null hypothesis were true. Observations suggest that Walker may have underestimated the extent of possible sex bias in Kohlberg's theory and scoring system. Walker's attributing his claim that his review probably overestimated the incidence of sex differences in stages of moral development to the file-drawer concept estimated the incidence of sex differences in stages of moral development to the file-drawer concept seems improper. Furthermore, Walker's vote counting analysis is biased in favor of no sex difference findings and his discursive narrative review does not seem to adhere to an explicit analytic procedure. His findings do not really indicate that there is no relationship between sex and moral reasoning, and they definitely do not suggest that further research in this area is inappropriate. (ABB)

CG 018 674 ED 263 517 ED 203 517
Lips, Hilary M. And Others
Self-Schema Theory and Gender-Related Behaviors: Research on Some Correlates of University Women's Participation in Mathematics, Science and Athletic Activities. Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date-[85] Grant-410-83-0283-R1

Grant—410-83-023-KI
Note—1229
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Pestage.
Descriptors—College Students, \*Females, Higher
Education, \*Mathematics Anxiety, Perception,
\*Physical Education, \*Science Curriculum, Self

Concept Identifiers—\*Course Selection, \*Self Schemas
The usefulness of the self-schema construct for
understanding and predicting human behavior and
the reason for the gender-relatedness of certain behaviors and experiences were investigated in three haviors and experiences were investigated in three studies. The studies examined cognitive correlates of two gender-related behaviors that are more characteristic of and problematic for women than for men: the avoidance of math and science, and non-participation in athletics. Subjects for Study 1 were female undergraduates at the University of Winnipeg: 184 who had taken more than the required one course in basic science; 213 who had not taken math or science courses, and 49 who were taking physical education courses but no math or science courses. Subjects completed questionnaires measuring their self-schemas for math/science abilmeasuring their seir-schemas for main/science assi-ity, physical ability, and general competence; their perceived physical ability and physical self-presen-tation confidence; a modified Bem Sex Role Inventory; and several open-ended questions about their performance in courses and athletics. Subjects (N=113) who had been identified from Study 1 (N=113) who had been identified from Study 1 data as positive, negative, or aschematic with respect to math/science self-schema or physical/athletic self-schema participated in Study 2. These subjects completed a questionnaire measuring endorsement of self-descriptive items, a generation of behavioral examples task, a recall task, and a math performance test. Male (N=8) and female (N=31) undergraduates in a statistical methods course participated in Study 3 which gathered data on the relationship among self-efficacy, self-schema, and ticipated in Study 3 which gathered data on the relationship among self-efficacy, self-schema, and mastery training by using the same self-schema and self-efficacy measures used in Study 1. (Results are presented in detail; a 5-page reference list, 33 data tables, and 2 figures are included.) (NRB)

CS 008 088 ED 263 518 Rauch, Margaret Fillenworth, Ceil Paired Courses: One Method for Enha

Pub Date-20 Apr 85

Pub Date—20 Apr 85

Note—33p; Paper presented at the Minnesota Post-Secondary Reading Council's State Conference (White Bear Lake, MN, April 20, 1985).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Gains, College Freshmen, Content Area Reading, Higher Education, \*High Risk Students, Improvement Programs, integrated Activities, Reading Centers, \*Reading Improvement, \*Remedial Programs, \*Student Improvement, \*Study Skills

Identifiers-Paired Course

Identifiers— Paired Courses

The Reading Center at St. Cloud State University provides individual and small group assistance to students needing help with academic course work, as well as two classes for credit. Recently the center has been pairing a reading and study skills course with a traditional academic course, such as biology. A review of the literature concerning paired courses reveals that such courses can be beneficial to students in a variety of ways. Students between the 33rd and 50th percentile of their high school graduating class are admitted to the university under the division of General Studies Program, in which the paired course instructional model is used. Success of this program depends on the selection and training of faculty and staff who are willing to work closely with high risk students and to devote extra time and with high risk students and to devote extra time ar energy to course preparation. At the end of the fall quarter of 1984, 333 of the 385 students in the program completed an anonymous questionnaire. Re-sults showed that students felt that the program had

helped them and that they could ask their teachers for assistance at any time. The paired classes were found to positively affect students' grade point aver-ages, self-concept, and retention. (Tables of findings are included.) (DF)

CS 008 134 ED 263 519

Purker, Richard
Tewards More Nutritious Reading Programs.
P.E.N. (Primary English Notes) 43.
Primary English Teaching Association, Rozelle

(Australia) Pub Date-84

Note—79.

Available from—Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales

2039, Australia (\$0.75, Australian currency). Journal Cit-Primary English Notes (P.E.N.); n43

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MP01/PC01 Plus Postage. Descriptors—Class Activities, Elementary Educa-tion, Enrichment Activities, "Learning Activities,

tion, Enrichment Activities, "Learning Activities, 
"Program Improvement, Reading Improvement, 
"Reading Instruction, "Reading Programs, "Student Motivation, "Teaching Methods 
The teaching activities in this pamphlet focus on 
improving the quality of reading programs. It lists 
class activities recommended for daily and weekly 
practice as well as activities to be used sparingly (the 
reading lesson, graded reading groups, basal reading 
schemes, worksheets and workbooks). The pamphlet recommends that activities in choral reading, 
decoding, amall group work, crossword puzzles and decoding, small group work, crossword puzzles, and segmented comics and stories be substituted occa-sionally for regular classroom work. Next, it lists 21 sionally for regular classroom work. Next, it lists 21 varieties of cloze activities and classroom activities to avoid. The pamphlet concludes with a summary of research findings relevant to reading teachers about planned reading programs, characteristics of successful teachers of reading, and characteristics of classrooms in which children succeed and classrooms in which they fail. (EL)

ED 263 520 CS 008 145

French, Michael P., Ed.

Current Issues in Reading. Wisconsin State Reading Association, West Allis. Pub Date-85

Note—62p. Journal Cit—Wisconsin State Reading Association Journal; v29 n4 Sum 1985

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052) EDRS Price - MF01/PC03 Plus Postage,

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Basic Skills, Elementary Secondary Education, Language Acquisition, "Parent Participation, Program Content, Reading Attitudes, Reading Difficulties, "Reading Instruction, Reading Material Selection, Reading Processes, "Reading Programs, Reading Readiness, Retention (Psychology), Scholarly Journals, Study Skills, "Teaching Methods, Writing Skills Identifiers—Metacomprehension Articles in this journal issue focus on reading ac-

Identifiers—Metacomprehension
Articles in this journal issue focus on reading acquisition and instruction. The titles and authors are as follows: (1) "10 Good Ways to Involve Parents in the Reading Program," by Nickolas Criscuolo; (2) "A Parent Guide for Helping the Child with A Reading Disability," by Frederick Duffelmeyer and Dale Baum; (3) "Promoting a Good Attitude toward Reading," by Leslie Anne Perry; (4) "Basic Skills: We Cannot Return If We Haven't Left," by Ann Shee Bavers (5) "Witting at Language Edward Reading." Skills: 'We Cannot Return If We Haven't Left,'" by Ann Shea Bayer; (5) "Writing as a Language Education Issue: How Should It Be Taught and What Should Be Emphasized," by Susanne Nicholai and Jeanne Ehlinger; (6) "Report: Wisconsin Secondary Reading Programs," by the Secondary Committee of Wisconsin State Reading Association; (7) "Articles Too Good to Miss: An Annotated Guide Cesaderahip Choice," by Jerome Harste, Karin Dahl, and Diane Stephens; (8) "Metacomprehension," by Sally Standiford; and (9) "Which Study Techniques Are Most Effective in Promoting Retention of Information?" by Russ Burgett. (HTH)

ED 263 521 CS 008 165

ED 263 521

GS 008 165

Bannister, Linda Kearns, Richard

Reseling, Writing, Thinking and Creating across
the Curriculum: An Immodest Proposal.

Pub Date—[85]

Note—17p.

Pub Type— Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Content Area Writing, Creative
Thinking, Creativity, Critical Thinking, \*Discov-

ery Learning, Discovery Processes, Fused Curriculum, Innovation, \*Integrated Activities, Integrated Curriculum, Problem Solving, \*Productive Thinking, \*Reading Writing Relationship, \*Writing (Composition)
Identifiers—\*Invention (Rhetorical), Writing Pro-

Identifiers—\*Invention (Rhetorical), Writing Programs
Based on a project concerned with studying invention across the curriculum, this paper discusses an across-the-curriculum writing program that encourages students to take control of what they are studying, contributing to what is known rather than being passively filled by it. The paper (I) challenges the current notion that creative behavior is a process somehow independent of the enduring product it struggles to produce; (2) affirms and promotes the role reading and writing have in the invention or generation of new ideas in a given discipline; (3) supports the idea that the knowledge, insights, and methodologies of several disciplines may shed light upon one another, thus enabling people to use new logics, evoke new meanings, and discover new paterns in the pursuit of knowing and thinking; and (4) offers general proposals for a new kind of program offers general proposals for a new kind of program for writing across the curriculum. (EL)

ED 263 522 CS 008 172 Textbooks and Related Teaching/Learning Materials for Primary Classes. A Report of a Sub-regional Workshop on the Development of Systems and Structures for Producing Textbooks and Other Related Teaching/Learning Materials (Bangkok, Thailand, September 17-27, 1994). United Nations Educational, Scientific, and Cul-tural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date-85 Pub Date—85
Note—79p.; Back cover may not reproduce well.
Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Prics - MP01 Plus Pestage, PC Not Available from EDRS.

able from EDRS.

Descriptors—Elementary Education, Foreign
Countries, Instructional Material Evaluation, Instructional Materials, Language Arts, "Material
Development, Production Techniques, "Reading
Instruction, "Reading Material Selection, "Reading Programs, Textbook Content, Textbook Evaltation, "Textbook Preparation, "Textbook
Publication, Textbook Selection, Textbook Stan-

Publication, Textbook Selection, Textbook Standards
Identifiers.—Pacific Region
The results of an APEID (Asia and the Pacific
Programme of Educational Innovation for Development) workshop on producing textbooks and other
teaching and learning materials, especially in reading, for the first level of education are provided in
this book. An initial overview presents the objectives and the organization of the workshop. The
second part of the report includes a summary of the
existing educational setting and recommendations
for making changes in six countries: Bangladesh,
Maldives, Republic of Korea, Socialist Republic of
Viet Nam, Sri Lanka, and Thailand. This section
also reviews briefly studies of Thai language skills
and child development, discusses a Thai language
teaching program in grades I and 2, explores aspects
of the New Zealand reading experience, and outlines Malaysia's new primary school curriculum
project and education in Papua, New Guinea. Part
three describes factors in each country influencing
instructional materials development and teaching
and learning methods, and includes a table with relevant information. The fourth part deals with topics
related to production, distribution, utilization, and evant information. The fourth part deals with topics related to production, distribution, utilization, and evaluation of teaching and learning materials, while the fifth and last part contains suggestions for revi-talization and reform of present production systems and structures. (EL)

CS 008 190 Orburn. E. Bess What's "Basic" in Reading Instruction?: A Presen-tation for Parents. Pub Date—Mar 83

Note—21p; Paper presented at the Annual Meeting of the Texas State Council of the International Reading Association (11th, Houston, TX, March 10-12, 1983).

10-12, 1983).
Pub Type— Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, Elementary Education, Learning Theories, Oral Reading, \*Parent Participation, Phonics, Reading Aloud to Others,
\*Reading Instruction, \*Reading Programs, Read-

ing Skills
Identifiers—\*Parent Orientation
Intended to help educators explain an instructional program to parents, this document presents and discusses the following ten statements reflecting traditional views about teaching reading: (1)
Reading is a simple, passive mental process. (2) An efficient reader pronounces every word in the passage. (3) When children come to an unfamiliar word, they must be able to sound it out. (4) If children don't read well, more phonics will help. (5)
Reading should be error free. (6) There is only one basic sequence of reading skills. (7) Using the finger to point to words will cause a beginning reader to become dependent on this strategy. (8) All readers need practice in oral reading. (9) Children learn best by sitting quietly and listening to the teacher explain the skills. (10) Children are most like adults in their thinking and least slike in their feelings. Material for transparencies illustrating the text and presenting reading tasks to the audience are included. (EL)

ED 263 524 CS 008 194 McIntosh, Margaret E.
Enhancing Readers' Analysis-by-Synthesis Abili-

Pub Date

Pub Date—[83]
Note—19p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
Reading Ability, "Reading Comprehension,
"Reading Improvement, Reading Instruction,"
Reading Processes, "Reading Rate, Reading Research, "Reading Skills, Reading Strategies,
"Sneed Reading."

\*Reading Processes, \*Reading Rate, Reading Research, \*Reading Skills, Reading Strategies, \*Speed Reading
A variety of techniques for improving readers' analysis-by-synthesis abilities (rapid, efficient reading typical of highly skilled readers) are presented in this paper. The techniques discussed in the first part emphasize improving reading comprehension and include the following: (1) modifications of the cloze procedure (encouraging readers to use the word around a slot to give clues as to what word might fit into it); (2) sentence combining (having students merge two or more kernel sentences into one, more complex sentence); (3) sentence manipulation (havmerge two or more kernel sentences into one, more complex sentence); (3) sentence manipulation (having students unscramble sentences); (4) guided composition (allowing students to see the redundancy of written language and how it offers clues as to meaning); (5) story structure (using fairy tale structure as a basis); and (6) "advance organizers" (relating new, more difficult material to students' existing knowledge-before they begin reading). The remainder of the paper contains suggestions for improving reading speed, including using repetitive syntactic patterns and practice paragraphs. (EL)

CS 008 195

ED 263 525

John, Martha Tyler
Begin at the Beginning.
Pub Date—Sep 85

Note—16p.; Paper presented at the Annual Meeting of the National Reading and Language Arta
Educators' Conference (2nd, Kansas City, MO, September 27-28, 1985).
Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Cognitive Development, "Illustrations, Interpretive Skills, Language Skills, "Reading Research, "Visual Learning, Visual Literacy, Visual Measures, "Visual Published Papers (150)

guage Skills, "Reading Research, "Visual Learning, Visual Literacy, Visual Measures, "Visual Perception
Identifiers—"Picture Interpretation
Because understanding pictures is a significant aid to readers, this paper explores research on picture interpretation. The paper describes the complexity of the process and states that the ability to interpret pictures seems to proceed from the simple to the complex from concrete experiences with pictures to the abstract oncepts necessary for interpretaing pictures (depth perception, perspective, the horizon line, and three dimensionality), and explains how picture interpretation is developed from the exposure to different types of pictures, beginning with simple, direct, clear pictures and progressing to more complex ones that include depth clues, aerial views, and cartoons. The paper lists guidelines for presenting pictures to children and points out that children allowed to draw or paint pictures learn to translate their own and other people's efforts. The paper concludes with ways teachers can help children understand pictures, and explains how a discussion of a drawing can reinforce the child's

interest in art, picture interpretation, and English use all at one time. (EL)

ED 263 526

CS 008 196

Grabe, Mark
Reading Ability, Processing Load and the Detection of Intersentence Inconsistencies.
Pub Date—85
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4,

Pub Type—Reports - Research (143) — Speeches/-Meeting Paners (150)

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF8L/PC01 Pins Postage.
Descriptors—Academic Aptitude, Cognitive Pro-cesses, "Coherence, Grade 4, Grade 6, Higher Education, Intermediate Grades, Reading Achievement, "Reading Comprehension, Read-ing Processes, "Reading Research, "Sentence Structure. Structure

A study was conducted to determine the relation-

ship between processing load and ability to locate text segments containing intersentence contradictions. It was hypothesized that less able readers fail to exhibit comprehension monitoring skills because most tasks overload their processing capacity. Sub-jects were 87 fourth and sixth grade students and 28 jects were 87 fourth and sixth grade students and 28 college students, differentiated by reading ability. Processing load was controlled by manipulating the number of sentences in which contradictory sentences were embedded. Data were acquired from computer controlled reading activities in which students played the role of detectives strempting to solve a particular crime. Each game required the student to read 10 statements, five of which contained inconsistencies. The statements were two, three, and six sentences long. The computer recorded whether the subject judged each statement to be consistent or inconsistent and the time spent on each statement. The results indicated that processing load had a strong impact on monitoring percessing load had a strong impact on monitoring percessing load had a strong impact on monitoring percessing load had a strong impact on monitoring per-formance. Even the addition of a single neutral sentence produced a decrement in performance, alsentence produced a decrement in performance, at-though the two-sentence statements were processed more slowly than the longer statements. However, processing did not interact with reading ability. Less able readers performed poorly on all monitoring tasks. This poor performance was attributed to a passive reading style in which sentences were not integrated. (HTH)

ED 263 527 CS 008 199 Strong, Charlotte
The Dynamics of Cueing Strategy Usage in Grades
Two through Four. SESA Project Report.
Pub Date—Dec 84

Pub Date—Dec 84

Note—31p; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Cognitive Processes,
"Context Clues, Grade 2, Grade 3, Grade 4, "Miscue Analysis, "Oral Reading, Primary Education,
Reading Improvement, "Reading Processes,
"Reading Research, "Reading Strategies
To discover the strategies good and poor readers
employ at grades two, three, and four, a case study
focused on the oral reading of four students (two
good readers and two poor readers) in their second,
third, and fourth grade years. Data were examined
and interpreted. All four children either increased
heir ability to make use of cuing systems (graphic,
phonic, syntactic, and semantic) during their primary achool years or maintained an already high
level. Implications of the study are that students
must master word identification skills and that the
teaching of phonics can be beneficial to students. must master word identification skills and that the teaching of phonics can be beneficial to students. Finally, although the importance of visual information to a good reader's processing of reading material is high, the role of context related clues becomes more important during the late primary years. (Charts for each child accompany the text, and an appendix describes a scoring system for miscue analysis.) (DF)

ED 263 528

CS 008 200

Neuman, Susan B.
The Uses of Reading Mass-Produced Romance Fiction. Pub Date—May 85

Note-23p.; Paper presented at the Annual Meet-

ing of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Prics - MF01/PO01 Plus Postage.
Descriptors—"Females, Fiction, "Novels, Reading Habits, "Reading Interests, "Reading Research, "Recreational Reading Identifiers—"Romance Novels

A study of formula fiction books was conducted to determine how these books fit into women's lives, what images they bring to mind, and what uses they serve. Seventy-two women from the ages of 18 to 70 read a Harlequin Romance novel by Sue Byffeld. Then the group participated in several focus group discussions, a qualitative indepth technique that involved convening small groups of women, each with a moderator, for an open-ended discussion to generate hypotheses on readers' attitudes. Findings showed that women read formula fiction because it indulged their fantasies, was flexible (easy to carry and to read), provided temporary relief from the anxieties of the day and boredom, and provided new information on vocabulary and descriptions of other countries. Results indicated that the romance novels appeared to serve multiple functions determined by the readers' purposes and needs. Bevond the countries. Results indicated that the romance nov-els appeared to serve multiple functions determined by the readers' purposes and needs. Beyond the women's individual responses, the discussions re-flected on a number of issues, such as reasons for needing to escape from the real world and the negarectang to escape from the real world and the nega-tive consequences of reading such fiction. (A demo-graphic profile of participants and a short list of references are included.) (EL)

CS 008 201

Clay, Marie M.
The Early Detection of Reading Difficulties. Third

Edition.
Report No.—ISBN-435-802-410
Pub Date—85
Note—136p.
Available from—Heinemann Educational Books
Inc., 70 Court St., Portsmouth, NH 03801 Inc., 70 (\$12.50).

inc., 70 Court St., Foresmouth, NH Ussoi (\$12.50). Pub Type— Guides - Non-Classroom (055) Document Not Available from EDRS. Document Not Available from EDRS. Descriptors—Beginning Reading, "Independent Reading, "Individualized Reading, "Reading Diagnosis, "Reading Difficulties, Reading Failure, Reading Improvement, Reading Failure, Reading Processes, "Reading Programs, Reading Skills, Reading Strategies, "Remedial Reading Intended for teachers and administrators, this book examines systematic observation of reading behaviors and reading procesure of the reading process and reading programs. Following that, it describes the use of the diagnostic survey—including strategies both for using the "running record" and for testing—and concludes with strategies for summarizing the diagnostic survey results. Part two focuses on reading recovery—a prostrategies for summarizing the diagnostic survey results. Part two focuses on reading recovery-a program for early intervention-and includes chapters on organizing to prevent reading failure, reducing reading difficulties with a second chance to learn, understanding the various aspects of the reading recovery program, reading recovery teaching procedures, and deciding when to discontinue children from the program. The final chapter contains summaries of six projects that make up the program and a summary of the entire reading recovery program. The appendixes contain summary sheets, test score sheets, reading recovery teaching sheets (for New Zealand children), and a stanine score summary sheet. (EL)

CS 008 203 Thompson, Mark E.
Dimensions of Speed Reading: A Review of Research Literature.

Dimensions or Special Section 2018

But Date—18 Oct 85

Note—33p.; Paper presented at the Annual Meeting of the North Central Reading Association (28th, Ann Arbor, MI, October 18-19, 1985).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Literature Reviews, Reading Comprehension, Reading Improvement, \*Reading Rate, \*Reading Research, Reading Skills, \*Speed Reading Reading.

Reading
An overview of significant research studies, bibliographies, historical reviews, definitions, and commentaries on speed reading during the past 60 years is presented in this paper. The first part of the paper

considers the concept and definitions of speed reading, and summarizes research from the 1940s and 1950s-including discussion of eye movement studies and the flexibility of reading rates. The paper then discusses the Evelyn Wood speed reading technique and the resulting criticism of it, including George D. Spache's article identifying its weaknesses. Next, the paper explores studies conducted in the 1960s concerning the relationship between reading rate and and comprehension, factors that might influence reading speed, and the effect of speed reading on studying. The paper continues with a list of selected studies from the 1970s reflecting moderate expectations from speed reading, discusses the continuing controversy, and ends with a summary that points out the opportunity to learn from past research. (EL)

CS 008 205

ED 263 531

Lloyd, Bruce A.

High School Teachers' Awareness of Reading
Skills. (A Pilot Study.)
Pub Date—19 Oct 85

Note—17p.; Paper presented at the Annual Meeting of the North Central Reading Association (28th, Ann Arbor, MI, October 18-19, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Content Area Reading, High
Schools, Reading Comprehension, Reading Instruction, \*Reading Research, \*Reading Skills,
\*Secondary School Teachers, \*Teacher Attitudes,
Vocabulary Skills, Word Study Skills
A study examined secondary teachers' present
knowledge of the reading skills needed by their students to be able to read subject area materials, (2)
what reading skills their students are best able to
apply to subject area materials, and (3) in which
reading skills their students are most deficient. In
addition, the teachers were questioned about their
naturation in the teachers were questioned about their
naturation in the teachers were questioned about their reading skills their students are most deficient. In addition, the teachers were questioned about their instruction in the teaching of reading and the availability of reading instruction at their schools. Responses to the survey showed that the teachers believed comprehension was the reading skill most necessary for their students to succeed in their courses, and it was also the skill in which the students were the most deficient. The next skill was noonbulser, and the kild was word nearly in Them. vocabulary and the third was word analysis. Therefore, it would appear that the reading skills most needed by the students are those in which they are the most deficient. It is also worth noting that most of the teachers had little formal training in the teaching of reading skills. (The questionnaire, tables of findings, and a short bibliography are included.)

ED 263 532 CS 008 207

BD 263 532 CS 008 207
Book, J. Kathryn Brewer, William F.
Discourse Structure and Mental Modela, Technical Report No. 343,
Bolt, Beranek and Newman, Inc., Cambridge,
Masa.; Illinois Univ., Urbana. Center for the

Bolt, Beranek and Newman, Inc., Cambridge, Masa.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 85
Contract—400-81-0030
Note—519.

Pub Type—Reports—Research (143)
EDRS Price—MP01/PC03 Plus Postage.

Descriptors—Beginning Reading, "Child Development, Cognitive Development, "Cognitive Processes, Comparative Analysis, "Knowledge Level, Language Acquisition, "Listening Comprehension, "Models, Oral Language, "Reading Comprehension, Writing (Composition)
Identifiers—"Speaking Writing Relationship
Discourse comprehension involves readers or listeners in constructing mental models using local text information, global text structures, and their general knowledge of the world. An analysis of the literature on children's understanding of spoken discourse reveals that young children are capable of forming mental models from texts, but that their overall level of comprehension may be reduced by factors such as limited general knowledge, inexperience in constructing certain types of mental models, unfamiliarity with particular global text structures, and constraints on memory. Differences between written texts and the spoken discourse that children have mastered when they begin achool have the

potential to exacerbate their comprehension prob potential to exaceroate their comprehension prob-lems. Written text taps a wider range of general knowledge, shows different forms of discourse orga-nization, uses different anaphoric devices, and pro-vides less contextual support than spoken discourse. The major hurdle in the acquisition of discourse The major hurdle in the acquisition of discourse comprehension skills may be expository prose. Since more of the knowledge that students are expected to acquire in school is conveyed in that format, facility in dealing with expository discourse represents a crucial step in the development of text independent of the control of the cont derstanding. (HOD)

ED 263 533

CS 008 210

Hague, Sally A.

An Assessment of the Reading Achievement of Secondary Students and Its Relationship to the Readability Levels of Student Generated Writing in English and in Spanish.

Pub Date—Jul 84

Note—62p; Requirements for the Specialist de-gree, University of Southern Mississippi. Pub Type— Reports - Research (143) EDRS Price - MF01/PC03 Plus Postage.

ELMS Price - MP0I/PG33 Plus Postage.
Descriptors—Comparative Analysis, English, High Schools, "Readability, "Reading Achievement, Reading Research, "Reading Writing Relationship, Second Language Learning, "Second Languages, Spanish, "Transfer of Training, "Writing Skills

Skills
Identifiers—Fry Readability Formula
A study was conducted to examine the relationship between reading achievement levels and writing ability, and to determine the extent to which writing ability, and to determine the extent to which writing ability in one language transfers to another language. Subjects were 21 high school students in advanced placement Spanish classes, all of whom had learned Spanish in the classroom. The Stanford Discounties Reading Text (SDPT) was used to discount to the stanford the stanford that the had learned Spanish in the classroom. The Stanford Diagnostic Reading Test (SDRT) was used to diagnose students' reading levels. The Fry Readability Graph was applied to students' English composition and a Spanish adaptation of the Fry graph was applied to students' Spanish compositions. An approximate grade level for the writing samples was determined for each student, and a comparison was then made between SDRT data and those obtained from the English writing assurates to determine the then made between SDRT data and those obtained from the English writing samples to determine the correlations between reading achievement levels and writing ability levels. A comparison of data from the two writing samples was also made to determine the correlation between the writing ability levels of the students in the two languages. The results indicated that, while comprehension and vocabulary levels significantly correlated with writing ability in English and Spanish, the overall writing levels of the subjects—as indicated by the Fry Readability graphs—were significantly lower than overall reading sbility—as indicated by the SDRT. The results also indicated a significant correlation between the ability to write in English and the ability to write in Spanish. (Extensive tables of data, as well as the Fry Readability Graph, are included.) (HTH)

ED 263 534 CS 008 212

Best, Patricia A. Brann, William G.

Current Research on Studying: A Qualitative Analysis. College Reading and Learning Assistance
Technical Report 85-09,
Georgia State Univ., Atlanta. Div. of Developmental Studies.

Pub Date-1 Sep 85

bal Studies.

Pub Date—1 Sep 85

Note—22p.; Appendix contains small, light type.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Pestags.

Descriptors—Higher Education, "Learning Strategies, Literature Reviews, Notetaking, "Reading Comprehension, Reading Processes, "Reading Research, Research Methodology, Secondary Education, "Study Habits, "Study Skills

Because of the limitations of two recent major reviews of the research on studying another review of the literature was conducted. Articles chosen for this review supplied adequate information about levels of processing and encoding specificity, investigated the effects of student-generated as opposed to teacher-provided study aids on comprehension of text, utilized secondary and postsecondary level subjects, and included studies conducted since 1979 not included in the earlier reviews. A total of 16 subjects, and included studies conducted since 1979 not included in the earlier reviews. A total of 16 articles found to be amenable to the analysis were grouped into categories according to the study technique investigated. The analysis revealed that most study techniques were effective when the following conditions were met: (1) the deeper the student is involved in processing textual material, the higher the payoffs in comprehension and retention; (2) the

greater the degree of consistency between the pro-cessing demands of the study technique and those of the criterion task, the better the results in com-prehension and retention; (3) providing adequate training in the use of the technique is critical; and (4) the more time students are engaged in process-ing text, the better their comprehension. (Summary tables of the research on studying are appended.) (HOD) (HOD)

Chase, Nancy D.
Reader Response Techniques for Teaching Secondary and Post-Secondary Reading, College Reading and Learning Assistance Technical Repor ing an

Georgia State Univ., Atlanta. Div. of Developmen-tal Studies. Pub Date—Nov 85

tal Studies.

Pub Date—Nov 85

Note—12p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Pustage.

Descriptors—Adults, Comparative Analysis, \*Critical Reading, Critical Thinking, Peer Evaluation,

Postsecondary Education, Prior Learning,

\*Reader Response, Reader Text Relationship,

\*Reading Instruction, Reading Processes, Schemats (Cognition), Secondary Education, \*Teaching Methods, Theory Practice Relationship

This paper describes a five-step technique for secondary and postsecondary reading instruction, compatible with reader response theory, and addressing the need for academically underprepared students to experience the validation of their personal responses to texts. The first step involves identifying prior knowledge and opinions before reading the text and listing remembered information and reactions after reading the text. The second step involves the organization and synthesis of the lists generated in the identification stage. Students corroborate their individual reactions in small peer groups, outlining or mapping key issues and supporting ideas. The third sten involves expressing in groups, outlining or mapping key issues and sup-porting ideas. The third step involves expressing, in which students consolidate the views of their peers which students consolidate the views of their peers with their own views by sharing their maps or outlines, or exchanging for critique two-page response papers. The fourth step involves analyzing, as the teacher fills in the "gape" of information or logic by providing, for example, the socio-historical context in which the text was written, or providing similar works by other authors for comparison and contrast. In the final step, evaluating, students react to the global issues and hypothetical situations originally discussed in prereading activities in light of their experience with the text. They evaluate their previous beliefs and opinions, and infer how the author and others in differing interpretive communities would react to these issues and situations. (HTH)

Stabl. Norman A. And Others

Stabl. Norman A. And Others

Developing Independent Learners: Strategies and
Tactics for Mastery of Text. College Reading and
Learning Assistance Technical Report 85-10.

Georgia State Univ., Atlanta. Div. of Developmental Studies.

Pub Date-85

Tail Studies.

Pub Date—85
Note—30p.

Pub Type— Guides · Classroom · Teacher (052)

EDRS Price · MF01/PC02 Plus Postage.

Pub Type—Guides · Classroom · Teacher (052)

EDRS Price · MF01/PC02 Plus Postage.

Pescriptors—Content Area Reading, Higher Education, "Notetaking, "Questioning Techniques, Reading Comprehension, "Reading Improvement, "Reading Strategies, Secondary Education, "Study Skills, "Teaching Methods Identifiers—Graphic Organizers
Intended to make teachers aware of various tactics that will move students toward strategies for independent learning, this paper describes several work-study skills, which—once mastered—can be integrated into the set of tactics the life-long learner might use in his or her independent mastery of text and lecture. The first part of the paper deals with improving textbook study with questioning tactics and presents questioning strategies based on two premises: (1) that questioning strategies can be used to increase students' awareness of the characteristics of expository and narrative text, and (2) that questioning is most helpful when students frame their own questions. The second section presents 14 guidelines for improving study through notetaking tactics, while the third section presents guidelines for improving study through notetaking tactics, while the third section presents guidelines for improving inherent to reading strategy training and the need for flexibility, so that each

student can assemble individual strategies to suit his or her needs. (HTH)

King, James R. Stahl, Norman A.
Training and Evaluating Notetaking, College
Reading and Learning Assistance Technical Report 85-06.
Georgia State 11-1-CS 008 216

Georgia State Univ., Atlanta. Div. of Developmental Studies.

Pub Date—1 Apr 85

Ceorgia State Univ., Atlanta. Div. of Developmental Studies.
Pub Date—1 Apr 85
Note—23p.
Pub Type—Guides - Classroom - Teacher (052) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Evaluation Methods, Higher Education, "Modeling (Psychology), "Notetaking, Peer Evaluation, Student Evaluation, Student Improvement, "Study Skills, "Teacher Role, Teaching Methods, Writing Evaluation
An important question in teaching notetaking is how reading and study skills specialists lead students to become self-motivated and self-directed in their notetaking regime. A promising answer to this question can be found in a systematic approach to training students and evaluating notetaking that involves four stages over the course of a semester. The first two stages do not differ markedly from traditional teaching practices. During the first stage, modeling, the instructor plays a tape of a previously recorded introductory lecture from an undergraduate survey course, simultaneously demonstrating a selected notetaking method using an overhead projector and think-aloud, self-report or retrospective report strategies. The second stage is practicing, during which students engage in long-term, monitored practice with notetaking techniques. Students use and adapt the modeled techniques in one of their other classes for the rest of the semester. The third and fourth stages of the training model occur simultaneously in the context of notetaking practice. As students practice notetaking throughout the semester, their attempts are evaluated with the Notetaking Observation Training and Evaluation Scale (NOTES). Students receive both instructor feedback and peer review of the quality of their notetaking, and chart their progress with the NOTES packet. NOTES students receive both instructor feedback and peer review of the quality of their notetaking, and chart their progress with the NOTES packet. NOTES students receive both instructor feedback and peer review of the quality of their notetaking, and chart their progr a weekly function, and instructors using NOTES with a class have ready access to data that document their students' progress in notetaking. (A descrip-tion of the NOTES scale and the scale are included.) (HTH)

CS 008 217

Harris, Theodore L., Ed. Cooper, Eric J., Ed.

Reading, Thinking, and Concept Development:

Strategies for the Classroom.

College Entrance Examination Board, New York,

N.Y. CS 008 217 ED 263 538

N.Y.
Report No.—ISBN-0-87447-219-9
Pub Date—85
Note—284p.
Available from—College Board Pu

Report No.—18BN-0-8/44/219-9
Pub Date—85
Note—284p.
Available from—College Board Publications, Box
386, New York, NY 10101 (\$19.95).
Pub Type—Books (010) — Guides · Clasaroom—
Teacher (052) — Opinion Papers (120)
EDRS Price · MF01 Plan Poetage. PC Not Available from EDRS.
Descriptors—Advance Organizers, Cognitive Processes, \*Concept Formation, Content Area Reading, Elementary Secondary Education, Prediction, Reading Material Selection, \*Reading Instruction, Reading Material Selection, \*Reading Frocesses, Reading Research, \*Reading Strategies, Teaching Methods, Textbook Evaluation, Writing Skills
Identifiers—Anaphora
Intended to help teachers both improve students' text comprehension and better understand the teaching-learning process involved, this book focuses on comprehension and concept development as the central core of an effective educational program. The book's five sections deal with teaching explicit comprehension akills, precomprehension and postcomprehension strategies, integrative comprehension at preparative comprehension strategies, integrative comprehension strategies, and readability and the future of the textbook. The titles of the 15 essays and their authors are as follows: (1) "Teaching Comprehension," by P. David Pearson and Margie Leys; (2) "How to Teach Readers to Find the Main Idea," by Joanna P. Williams; (3) "Developing Comprehension of Anaphoric Relationships," by Dale D. Johnson; (4) "Knowledge and Comprehension: Helping Students

Use What They Know," by Judith A. Langer and Victoria Purcell-Gates; (5) "The Advance Organizer: Its Nature and Use," by Robert W. Jerrolds; (6) "Anticipation and Prediction in Reading Comprehension," by Joan Nelson-Herber; (7) "Response Instruction," by Beau Fly Jones; (8) "Using Classroom Dialogues and Guided Practice to Teach Comprehension Strategies," by Scott G. Paris; (9) "Reciprocal Teaching: Activities to Promote Reading with Your Mind," by Annemarie Sullivan Palincaar and Ann L. Brown; (10) "Using Children's Concept of Story to Improve Reading and Writing." by Dorothy S. Strickland and Joan T. Feeley; (11) "Integration of Content and Skills Instruction," by Olive S. Niles; (12) "Levels of Comprehension: An Instructional Strategy for Guiding Students' Reading," by Harold L. Herber; (13) "Thinking About Reading," by Susan Sardy; (14) "Matching Reading Materials to Readers: The Role of Readability Estimates in Conjunction with Other Information about Comprehensibility," by George Klare; and (15) "Textbook Adoptions: A Process for Change," by Jean Osborn and Marcy Stein. (HTH)

ED 263 539 CS 008 218

Ingham, Jennie
Books and Reading Development: The Bradford
Book Flood Experiment. Second Edition.
Report No.—ISBN-0-435-10451-9
Pub Date—82

Pub Date—82 Note—279p.; Supported by the British National Bibliography Research Fund. Available from—Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801

Inc., 70 (\$17.50).

Pub Type— Reports - Research (143) — Books (010)

Pub Type—Reports - Research (143) — Books (010)
Document Not Available from EDRS.
Descriptors—Elementary Education, Foreign Countries, Independent Reading, Middle Schools, Reading Ability, Reading Achievement, Reading Improvement, Reading Habits, "Reading Improvement, Reading Habits, "Reading Improvement, Reading Research, Reading Skills, Recreational Reading, Student Motivation, "Supplementary Reading Materials Identifiers—England (Bradford)
The Bradford Book Flood—an experiment in which large numbers of additional books were made available to middle school children in England to see whether easy access to books improved reading skills and developed a taste for reading—is detailed in this book. The first chapter discusses the purpose and methodology of the experiment, while the second provides details of the two inner city and two outer city schools involved. The third chapter describes the use of the reading record form to monitor reading habits; the fourth discusses the case studies of the children, including the sampling and methodology; and the fifth describes the similarities in home backgrounds, including upbringing and personalities, among the avid readers as a group and among the infrequent readers as a group. The last two chapters contain the results of the tests that indicate four main factors affecting whether children became infrequent or avid readers: (1) the roles of the head teacher and the teacher (2) the way the books are arranged, displayed, and made accessible; (3) the influence of friends and families; and (4) sociological factors, such as size of family, interests, and living conditions. The appendixes contain testing data (including reading record forms), statistical data, and a list of favorite authors and titles. (EL)

CS 008 219 Holdaway, Don The Foundation The Foundations of Literacy. Report No.—ISBN-0-86896-014-4 Pub Date—79

Note—232p.

Available from—Heinemann Educational Books
Inc., 70 Court St., Portsmouth, NH 03801

Available from—Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 (\$10.00).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Bocument Not Available from EDRS.

Descriptors—Cloze Procedure, Diagnostic Teaching, Early Esperience, Elementary Education, Foreign Countries, \*Language Processing, Language Stilla, \*Literacy, \*Literacy Education, Preschool Education, Reading Ability, Reading Processes, Reading Programs, Reading Readiness, Reading Skills, Reading Strategies, \*Teaching Methods, \*Writing Instruction, Writing Skills Identifiers—New Zealand

Intended for teachers, this book on beginning literacy examines questions and solutions concerning literacy theories and practices. Chapter 1, "An Open Approach to Literacy," explores some assumptions about literacy and characteristics of a model for language learning. Chapter 2 presents historical viewpoints and current practices, chapter 3 discusses literacy learning before school, and chapter 4 describes the shared-book experience. Chapter 5 explores refining the developmental model of language learning, while chapter 6 deals with teaching basic strategies to children. Chapter 7 discusses integrating teaching approaches within the school, chapter 8 deals with creativity in the literacy undertaking, and chapter 9 examines developmental learning and diagnostic teaching. Chapter 10, "A New Conservatism," considers three matters intervoven in the notion of schooling: professionalism, institutional priorities, and public attitudes. Each section moves from hypothesis, through theory and testing to classroom implications and suggestions for teaching and is drawn from teaching and research done in New Zealand. Illustrations and diagrams amplify the test. Notes for each chapter arappended. References to children's books and instructional materials are included, as well as a name index and a subject index. (EL) Intended for teachers, this book on beginning lit-

ED 263 541 CS 008 223

ED 263 541
Rys. James
Close Procedure and the Teaching of Reading.
Report No.—ISBN-0-435-10781-X
Pub Date—82
Note—120p.; Originally published in Great Britain.
Available from—Heinemann Educational Books
Inc., 70 Court St., Portsmouth, NH 03801 Inc., 7( \$8.00).

Inc., 70 Court St., Portsmouth, NH 03801 (\$8.00).
Pub Type— Guides - Classroom - Teacher (052) —
Books (010) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—"Cloze Procedure, Context Clues, Elementary Education, Readability, Reading Diagnosia, "Reading Comprehension, "Reading Diagnosia," Reading Emprovement, "Reading Instruction, Reading Skills, Reading Tests By examining the full range of uses of the cloze procedure, this book intends to help teachers use the procedure to better understand the reading behavior of their students and to assist their students in making reading progress. Chapter 1 defines the cloze procedure and discusses the similarities and differences in reading processes when using and when not using the procedure. Chapters 2 and 3 consider how the interaction between the reader and the cloze procedure to help children improve their reading ability of the child. Chapter 4 discusses using the cloze procedure to help children improve their reading ability, while chapter 5 concentrates on factors determining the difficulty of deletions. The final two chapters explore using cloze to understand reading, to test, and to develop reading skills by examining both specific reading problems that cloze can reveal and the use of cloze in a variety of subject areas. An example of a t-test for evaluating the differences between two sets of scores obtained from the same group of people, a glossary, and a bibliography are appended. (EL)

ED 263 542 CS 008 224 Ferreiro, Emilia Teberosky, Ans Literacy before Schooling. Report No.—ISBN-0-435-08220-5 Pub Date—82

Pub Date—82
Note—289p.; Original title: "Los Sistemas de escriture en el desarrollo del nino." Translated by Karen Goodman Castro; Preface by Yetta Goodman.
Available from—Heinemann Educational Books
Inc., 70 Court St., Portamouth, NH 03801 Inc., 70 Court St., Portsmouth, Nrt Useus (\$12.50).
Pub Type—Books (010) — Information Analyses (070)
Not Available from EDRS.

(070)
Document Not Available from EDRS.
Descriptors—"Child Development, Early Experience, Foreign Countries, Language Acquisition, Learning Experience, Learning Processes, Learning Strategies, "Learning Theories, Letters (Alphabet), Literacy, "Observational Learning, "Preschool Children, Preschool Education, Reading Instruction, "Reading Readiness, "Writing Readiness,"

Readiness
Identifiers—\*Piagetian Theory
The reflections and theses on preschool children's
literacy development presented in this book are the
result of an experimental project carried out in
Buenos Aires from 1974 to 1976. Chapter 1 discusses the educational situation in Latin America,

traditional methods of reading instruction, contem-porary psycholinguistics, the pertinence of Piaget's theory, and general characteristics of the research. theory, and general characteristics of the research.
Chapter 2 examines formal aspects of the graphic
system and their interpretation, and chapter 3,
"Reading with Pictures," explores the relationship
between print and picture. Chapter 4 deals with
reading without pictures and interpreting the parts reacing without pictures and miterpreting the pairs of a text; chapter 5 discusses reading acts young children witness, including their unders anding of oral and silent reading; and chapter 6 considers the evolution of writing, from preschool writing to the writing of school children. Chapter 7 deals with dislect variations, reading, and the ideological content of typical basal readers. The final chapter discusses problems, precautions, pedagogical consequences, historical solutions, and theoretical implications.

Southgate, Vera And Others Extending Beginning Reading, Schools Council, London (England), Report No.—ISBN-0-435-10821-2 Pub Date—81 Notes—373-CS 008 225

Pub Dute - ...
Note—372p.
Available from—Heinemann Educational Books
Inc., 70 Court St., Portsmouth, NH 03801

ub Type-- Reports - Research (143) - Books

(010)
Document Not Available from EDRS.
Descriptors—Beginning Reading, Cloze Procedure, Elementary Education, Foreign Countries, Miscue Analysis, Reading Achievement, "Reading Improvement, "Reading Instruction, Reading Interests, Reading Materials, Reading Material Selection, Reading Processes, Reading Programs, "Reading Research, "Reading Skills, Reading Strategies, Teacher Effectiveness, "Teacher Role, Teaching Methods"

Teaching Methods Identifiers—University of Manchester (England) Sextending Beginning Reading was a research project based at the School of Education, University of Manchester, England, from September 1973 to December 1977. The project, aimed at helping readers seven years and older improve their reading skills, is detailed in this book, in which most of the skiis, is detailed in this book, in which most of the seven sections contain implications for teachers. The book begins with background information on the project. Part 2 discusses the questions to which the research was directed, such as, What is reading? How do children learn to read? What skills are used in reading? and, What can the teacher do to help? in reading? and, What can the teacher do to help? Part 3 contains the teachers' viewpoints, including their preferred outcomes of the project and their aims and objectives. Part 4 emphasizes the growing importance of the reading environment and investigates this environment in eight schools. Part 5 deals with teachers of reading, including their estimates of children's reading ability, the books they use, their methods, their encouragement and training of children to tue reading skills, and the results of their guidance on children's book choices. Part 6 discusses children as readers, including what children as readers, including what children guidance on children's book choices. Part 6 dis-cusses children as readers, including what children think about reading, children's views on books, reading and related assessments, and strategies chil-dren use in reading (miscue analysis and the cloze procedure). Part 7 presents the main project find-ings and recommendations for a more effective reading program. The appendixes contain materials used in the project, including tables of findings and lists of related publications. (EL)

ED 263 544 CS 008 227 ED 263 544

CS 008 22

Reading Textbook Standards, Kindersgarten through Grade 8. Approved by the [California] State Board of Education.

California State Dept. of Education, Sacramento. Pub Date—8 Jun 84

Note-9p. Available fromvailable from—California State Department of Education, 21 Capitol Mall, State Education Building, Sacramento, CA 95814 (Free of charge).

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—"Educational Quality, Elementary
Education, "instructional Materials, "Readability, "Reading Materials, State Standards, "Text-

Intended to encourage the development of text-books and related materials that are both worthy of being read and readable, this paper presents stan-dards for high quality reading instruction materials

for kindergarten through grade 8. Approved by the California State Board of Education, the standards Cantornia State Board of Education, the standards are based on the premises that better reading materials will be characterized by a systematic presentation of high quality literary works, will be research based, and will demonstrate the point of view that acquisition of reading skills is not an end in itself, but the means for connecting the student to the wide world of reading. The major portion of the paper presents a set of student text standards covering presents a set or student vext standards covering content, style, structure, language development, vo-cabulary development, comprehension, decoding, evaluation, technological applications, and ex-tended reading experiences. The remainder of the paper presents standards for student study materi-als, followed by those for teacher manuals. (HTH)

ED 263 545

CS 008 228

Developing and Improving Student Thinking Abilities. Information Packet.

Maryland State Dept. of Education, Baltimore. Div.

of Instruction Instruction

Pub Date—85
Note—74p.; Printed on colored paper.
Pub Type—Guides - Non-Classroom (055) —
Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC03 Plus Poetage.
Descriptors—\*Cognitive Ability, \*Cognitive Development, \*Critical Thinking, Elementary Secondary Education, \*Bvaluation Criteria, Measurement Techniq \*\*s, \*Metacognition, Problem Solving, Program Development, Program Evaluation, Resource Materials, Student Behavior, \*Teaching Methods
The 13 articles in this information packet are intended to assist individuals involved in developing lans to improve student thinking within a school or

the 13 arctices in this involved in developing plans to improve student thinking within a school or a school district. The topics discussed include (1) the need to improve student thinking, (2) obstacles that stand in the way of teaching thinking skills, (3) practical approaches to improving thinking skills, (4) teaching for intelligent behavior, (5) teaching thinking skills through an inclusion process, (6) mediating metacognition, (7) knowing when students are getting better at thinking, and (8) some thoughts on thinking and its development. Also included are conditions determining a classroom's thoughtfulness; a list of reference materials on thinking and resources on critical thinking; questions to consider when examining thinking skills programs; and a list of thinking assessment instruments. (HOD)

Malena, Richard F. Atwood, Karen Students and Studying: An Integrated Approach. Pub Date—Jan 85

Note—16p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (13th, Albuquerque, NM, January 24-26, 1985).

Pub Type— Speeches/Meeting Papers (150)—Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Cognitive Development, \*Content Area Reading, Higher Education, Learning Strategies, \*Metacognition, Models, Reading Skills, \*Reading Strategies, Secondary Education, \*Study Skills, \*Teacher Role, \*Teaching Methods Identifiers—PREP Study System Students must be shown not only how to use study strategies, must also why the strategy should be undertaken and what it is expected to achieve. The how-to-do-it step is not sufficient for all students to grasp study strategies. The teaching of these strategies must be direct, deliberate, and systematic. The metacognitive skill (why) must accompany the disserted of the strategies must be direct, deliberate, and systematic. The metacognitive skill (why) must accompany the disserted in the strategies of the strategies of the strategies in the disserted of the strategies must be direct, deliberate, and systematic. The metacognitive skill (why) must accompany the disserted of the strategies of the strategies in the disserted of the strategies of the strategies must be direct, deliberate, and systematic. The metacognitive skill (why) must accompany the disserted of the strategies o gies must be direct, deliberate, and systematic. The metacognitive skill (why) must accompany the direct teaching of the cognitive skills to ensure student purpose and utilization. To be effective, teaching should follow a pattern that emphasizes modeling, guided practice, application, and feedback. A study strategy that includes both the reading and the study skills necessary for content area work is the PREP study system. The "P" refers to the preview step, in which the teacher draws students prior knowledge to the fore by examining the title, subtitles, introductions, summaries, and graphic aids in the content text before reading active ally begins. The next step, active reading (R"), ingraphic axis in the content text before reading actually begins. The next step, active reading (R"), involves finding the answers to the questions posed in the "p" stage, using such aids as margin noting and highlighting. This is followed by "E", examining, or showing students how to use notes or maps. Finally, the "p" or prompt, involves the use of multisensory leaving four sections, accounts and memorals. learning (oral recitation, acronyms, and mnemonic devices) to transfer the overt strategy to a personal-ized covert strategy. (Activities to reinforce students' notetaking are appended.) (HOD)

ED 263 547 CS 008 233

CIJ 203 547
CS 008 233
Clanciolo, Patricia J.
Clalidren's Responses to Illustrations in Picture
Books and Their Influence on the Beginning
Reading Process.
Pub Date—7 May 85
Note—22p.; Paper presented at the Annual Meeting of the International Reading Association
(30th, New Orleans, LA, May 5-9, 1985). For
"Becoming a Nation of Readers," see BD 253
865.

(30th, New Orleans, LA, May >-, 1983). For "Becoming a Nation of Readers," see ED 253 865.

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—\*Beginning Reading, Childhood Attitudes, Childrens Literature, Evaluation Criteria, "Illustrations, Influences, \*Picture Books, \*Reader Response, \*Reading Material Selection, \*Reading Processes, Reading Research, Reading Skills, Research Reports

Identifiers—\*Becoming a Nation of Readers, Reading Motivation

There are two disconcerting aspects of the research studies selected and discussed in the publication "Becoming a Nation of Readers: The Report of the Commission on Reading" (1985). One is the kinds of reading materials that were designated as sources for meeting the various functions of reading: the other is the omission of the role of picture books, especially the role that illustrations in picture books influence certain attitudes and akills associated with the beginning reading process such as vocabulary development, experiential background, comprehension, mental imagery, reading motivation, and reading interests. Research findings also offer some implications about the criteria that should be considered when illustrated books are selected for young children, such as coherence and unity in the relationship between the text and the illustrations. Finally, the authors of "Becoming a Nation of Readers" failed to mention the use of library or trade books that might be read for purposes of entertainment, information, and directions. (HOD)

ED 263 548 Gentry, Richard H. Broadcast Access as CS 208 922 adcast Access and Reply Rights for Politicians and PACs: A Continuing Headache for the PCC.

Pub Date—Aug 85
Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN,

and Mass Communication (1981), Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP91/PO91 Plus Postage.
Descriptors—Advertising, "Broadcast Industry,
Court Litigation, "Federal Regulation, "Government Role, Mass Media, "Political Campaigns
Identifiers—Broadcast Access Rights, Fairness

Court Litigation, "Federal Regulation, "Government Role, Mass Media, "Political Campaigns Identifiers—Broadcast Access Rights, Fairness Doctrine, "Federal Communications Commission, "Political Action Committees
The major policy issues raised by Federal Communications Commission (FCC) regulations with regard to the year-round nature of political media campaigns and the emergence of political action committees (PAC) are explored in this paper. The first part of the paper introduces the major policy issues, specifically who should have an affirmative right of access to the airwaves, how the government can assure fair treatment of all politicians and parties by broadcasters, and how far the government can go to even out the financial resources used to buy air time. The second part of the paper discusses the equal opportunities section of the Communications Act; the "Cullman" policy, which deals with general fairness issues and not specifically with political campaigning; and the "Zapple" policy, an FCC ruling to the effect that it would not be reasonable for a licensee to refuse to sell time to a candidate comparable to that sold to another candidate. The third part of the paper discusses ineffective legislation and a Supreme Court ruling concerning limitations on campaign financing contributions from PACs, and whether the FCC is required to consider PACs as representatives of candidates in light of the PACs" occasional "search and destroy" conduct. The fourth part of the paper focuses on some recent political access cases as predictors of future policy, precedents determining who has access rights during political campaigns, whether the "Zapple" or'-

'Cullman' policies are applicable to PACs asking for response time, and licensees' obligations and liabilities during noncampaign periods. The fifth part considers whether the PACs should be treated as a special case or if those regulations binding them during campaign periods should also do so during noncampaign periods. The paper concludes that the use of "Cullman" obligations would work affirmatively to redress imbalances in media access posed by PACs. (HTH)

CS 209 096 ED 263 549

Winsor, Jerry L.

Effective Appraisal Systems.
Pub Date—Apr 84

Note—9p.; In: Professional Communication in the
Modern World: Proceedings of the Southeast
Convention of the American Business Communication Association (31st, Hammond, LA, April

cation Association (31st, Hammond, LA, April 5-7, 1984), p95-102.
Pub Type — Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competence, \*Job Performance, Job Skills, \*Management by Objectives, \*Personnel Evaluation, Personnel Management, Personnel Policy, Personnel Selection

Policy, Personnel Selection
An examination of the goals of an effective employee appraisal system of an effective employee evaluation procedure is the focus of this paper. The paper discusses the purposes of the appraisal system and its objectivity (or lack of it), the selection of items to be judged, the standards for judging the performance of an employee, and the person whose job it should be to conduct the interview. The paper also lists 14 goals of appraisal systems—including job it should be to conduct the interview. The paper also lists 14 goals of appraisal systems-including such things as setting objectives for future perfor-mance, praising good work, and improving supe-iror/subordinate relations. The paper describes three basic approaches for evaluating employees (tell-and-sell, tell-and-listen, and problem-solving). The conclusion discusses recommendations for con-ducting effective employee appraisals, including 10 criteria that effective employee appraisals, including 10 criteria that effective employee evaluations sho meet. (EL)

ED 263 550 CS 209 109

Pettey, Gary R.
The Group Antecedents of Media Use and Political
Knowledge: A Conceptualization of Media Reli-

Note—66p.; Paper presented at the Annual Meet-ing of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN,

and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Group Dynamics, Influences, \*Information Sources, Interpersonal Communication, \*Knowledge Level, \*Mass Media Effects, \*Media Research, Perception, \*Predictor Variables

-Media Gratifications, \*Media Use,

ables Identifiers—Media Gratifications, "Media Use, "Uses and Gratifications Research. A cross-sectional sample of 704 adults was interviewed in a study examining the processes that relate demographic predictors to media use and effects. It was hypothesized that primary groups influence what an individual should attend to and know about public affairs, and that the individual perceives the primary group to "prescribe" the "appropriate" manner for attaining and maintaining this level of information. Three varieties of knowledge were considered: issue knowledge, congress knowledge, and foreign knowledge. The sample was divided into those who perceived their primary /referent group for political information to be reliant on the same medium as themselves and those who perceived their group to be reliant on some other medium. Each of these groups was further divided into two groups according to reliance on television or the newspaper. The results showed that few respondents relied on media other than television or newspapers and that respondents agreed with their determined primary /referent group at a rate beyond what was to be expected by chance. Tables of findings and other materials related to the study are included in the appendixes. (HOD)

CS 209 251 A Theme Is a Beam of Light: Units for Integrating
Thinking, Listening, Speaking, Reading and

Writing. San Jose State Univ., CA. Dept. of English.

Pub Date—85
Note—61p.; A publication of the South Bay Writing
Project. Compiled by participants in the 1985
Summer Writing Institute.
Available from—South Bay Writing Project, San
Jose State University, Department of English, San
Jose, CA 95192 (35.00).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01 Plas Postage, PC Not Available from EDRS.

Descriptors—Educational Objectives—Elementary

able from EDRS.

Descriptors—Educational Objectives, Elementary Secondary Education, Instructional Materials, "Integrated Curriculum, "Language Arts, Reading Skills, Student Evaluation, Teaching Methods, "Thematic Approach, Writing Skills Intended to help teachers integrate the teaching of thinking, reading, writing, speaking, and listening skills, this booklet presents five thematic units of study for the language arts. The booklet begins with a rationale for a thematic approach to language arts. The remainder of the paper presents the thematic units, each of which includes a rationale for that particular theme, objectives of the unit, thematic particular theme, objectives of the unit, thematic activities, resources, and evaluation activities. The five themes are conflict, emotions, families, growing up, and understanding others. A three-page bibliog-raphy is included. (HTH)

ED 263 552 CS 209 266

Scott, Patricia Story Telling: A Guide to the Art. P.E.N. (Primary English Notes) 49. Primary English Teaching Association, Rozelle

Note—95; Photographs may not reproduce well. Available from—Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia (Su.75, Australian currency). Journal Cit—Primary English Notes (P.E.N.); n49

Journal Cit—Primary English Notes (P.E.N.); n49
1985
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postaga.
Descriptors—Annotated Bibliographies, Class Activities, Elementary Education, Language Arts, Learning Activities, Narration, Oral Reading,
\*Reading Aloud to Others, Reading Materials,
Reading Material Selection, \*Story Reading,
\*Story Telling, Supplementary Reading Materials
The teaching activities presented in this pamphlet
focus on storytelling, Beginning with a discussion of
the purpose and rules of storytelling, it contains suggestions for selecting stories, lists story suggestions
for various ages, and includes a brief annotated bibliography of recommended story collections. It explains learning and telling a story as well as how to
use picture books. In addition, the pamphlet discusses aids to storytelling, including string stories
and puppets, and concludes by explaining how to
tell stories from one's life and by listing the address
needed to contact storytelling guilds. References include a short list of books and conference proceedings about storytelling. (EL)

ED 263 553 CS 209 272

McVity, Walter
School Libraries: Look Them Up! Check Them
Out! P.E.N. (Primary English Notes) 52.
Primary English Teaching Association, Rozelle
(Australia).

(Austrains).

Pub Date—85

Note—7p.; Photographs may not reproduce well.

Available from—Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales

2039, Australia (S0.75, Australian currency).

Journal Cit—Primary English Notes (P.E.N.); n52

1985
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Education, Information Services, Learning Activities, Library Personnel, Library Planning, Library Role, \*Library Skills, \*Literature Appreciation, \*Reading Interests, \*School Libraries, Student Motivation, Teaching Methods
The teaching activities presented in this pamphlet focus on school libraries. The pamphlet begins with a description of the role of the school library. It then discusses the library as a resource center, the kinds of resources contained there (both print and nonprint materials), the function of the teacher-librarian, scheduling library activities, library and research skills, ways to develop a life-long love of books and reading, and establishing a classroom library. (EL)

ED 263 554 CS 209 343 Villanueva, Victor The Basic Writer as Reluctant Oralist. Pub Date—23 Mar 85

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

March 21-23, 1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cognitive Ability, Cognitive Processes, Cognitive Style, Learning Strategies, Low
Achievement, Minority Groups, \*Nonstandard
Dialects, \*Oral Language, Standard Spoken Usage, Verbal Communication, Writing Difficulties,
Writing Processes, \*Writing Skills, \*Written Lan-

guage
By identifying speculations concerning cognitive
abilities and cognition's relation to culture, this paper outlines some of the work surrounding basic
writers and speaking-writing relationships. Beginning with a discussion of the differences between speaking and writing popularized by Mina Shau-ghnessy, the paper goes on to examine studies that attempt to determine the extent to which speaking attempt to determine the extent to which speaking interferes with effective writing. The paper explores two hypotheses: (1) the cognitive disadvantage theory, which concludes that since basic writers have difficulty with the kinds of analyses, syntheses, abstractions, and "decentering" needed for college work, they must be at a lesser developmental stage than their more able peers; and (2) the oral cultural hypothesis advocated by Thomas Farrell, which indicates that American blacks are unable to reach the highest levels in Pisaeri's cognitive scheme because highest levels in Piaget's cognitive scheme because their language relies on narrative and coordinate. their language renes on narrative and coordinate, rather than logical and subordinate, syntactic structures. The paper recommends comparing the processes of the skilled and less skilled writers, rather than comparing dialects, races, or ethnic minorities with the supposed majority. It concludes that though we do students a disservice by advising that the state with the hear table works of disservice. they write like they talk, we also do a disservice by insisting on radical difference. (BL)

ED 263 555 CS 209 347

Burress, Lee A Rationale for Use of "Grendel" in the High Pub Date-[79]

Pub Date—[79]
Note—15p.
Pub Type— Information Analyses (070) — Guides
- Classroom - Teacher (052)
- Classroom - Teacher (052)
Descriptors—English Curriculum, \*English Instruction, Fiction, High Schools, \*Literature Appreciation, \*Novels, Parent Attitudes, Parent Influence
Identifiers—Recognif, \*Grendel

preciation, "Novem, Farent Attitudes, Farent Influence Identifiers—Beowulf, "Grendel In providing a rationale for the use of "Grendel" in high school English classes, this paper presents explanatory material demonstrating its appropriateness, beginning with a discussion of "Grendel" as part of a course in major or contemporary works of iterature. The second section of the paper illustrates the use of the novel in connection with study of the Anglo-Saxon epic "Beowulf." Objections to the novel are considered in the third section of the paper, while the fourth section contains reviews of the novel. Biographical information concerning the author, John Gardner, is provided in the fifth section of the paper, and the sixth section discusses the rights of parents concerning the school's curriculum. Finally, the seventh section of the paper is a bibliography for additional reading. (DF)

ED 203 530

Marantz Kenneth, Ed.

Picture Book Design Conference: From Conception to Consumption, Proceedings (Columbus, Ohio, May 18-19, 1984).

Ohio State Univ., Columbus. Dept. of Art Educa-

Pub Date-May 84

Pub Date—May 84

Note—98p.

Available from—Department of Art Education,
Ohio State University, 340 Hopkins Hall, 128

North Oval Mall, Columbus, OH 43210 (\$7.00,
shipping included; \$5.00 each, 5 or more copies).
Pub Type—Collected Works - Proceedings (201)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Art, Childrens Literature, Design,
"Design Preferences, "Illustrations, Layout (Pub-

lications), \*Picture Books, Publications, Publishing Industry, \*Technical Illustration Focusing on the various problems involved in designing and producing a picturebook, this document signing and producing a picturebook, this document consists of opening remarks by Kenneth Morantz; a discussion of design in the context of publishing, by editor Stephen Roxburgh; a discussion of what separates children's book publishing from the rest of the trade as well as what contributes to the success or failure of some of the books, by publisher and editor David Godine; an exploration of the art work and graphics of picture books, by art director Ava Weiss and author-illustrator Vera Williams; a description of some steps in the making of a nexturebook, by of some steps in the making of a picturebook, by author-illustrator Leonard Everett Fisher; a perauthor-illustrator Leonard Everett Fisher; a per-sonal account of writing and illustrating children's books, by author-illustrator Irene Haas; and a dis-cussion (including questions and answers) of the illustrations from "The Amazing Garden," a book for the general reader about the brain, by au-thor-illustrator David Macaulay. The document concludes with questions from the floor and answers by the presenters. (EL)

ED 263 557 CS 209 349 Matthews, Dorothy, Ed.
The Computer and English Teaching,
Illinois Association of Teachers of English, Urbana.

Pub Date-85

Note-75p. Journal Cit-Illinois English Bulletin; v73 n1 Fall

Pub Type— Guides - Non-Classroom (055) — Co-lected Works - Serials (022) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS. - Guides - Non-Classroom (055) - Col-

able from EDRS.

Descriptors—\*Computer Assisted Instruction,
\*Computer Managed Instruction, Computer Oriented Programs, Elementary Secondary Education, English Curriculum, \*English Instruction,
Higher Education, Individualized Instruction,
Learning Activities, Microcomputers, Student
Publications, Teaching Methods, \*Word Processing, \*Writing Instruction, Writing Skills
Written from a variety of perspectives, the 13 articles in this journal issue focus on the use of the
computer in teaching English. Specific topics discussed in the articles are as follows: the era of the

computer in teaching English. Specific topics dis-cussed in the articles are as follows: the era of the microcomputer, by R. Baird Shuman; pedagogical issues involving computers, by Duane Roen and Margaret Fleming; computer rhetoric at the Univer-sity of Illinois, by Frank Hodgins; the writing out-reach workshop planned for the summer of 1986, by Dennis Baron; using collaborative writing as a suc-cessful strategy for computer-assisted instruction, by Gail E. Hawisher and Gary D. Schmidt; compo-sition restriction and word processing by Nodesce by Gail E. Hawisher and Gary D. Schmidt; composition, revision, and word processing, by Nadene Keene; a community college program involving composition by word processing, by Rick Dollies-lager; the computer and seventh graders (an aneodotal report), by Katherine Wells Knighten; the Apple Writer as a word processing program for student publications, by Daniel R. Russo; learning to love word processing, by Donna-Marie Stupple; plunging into word processing & teacher's experience) by Carolyn Boiarsky; managing with only one computer in a classroom, by Phyllis Mabry; and a sample proposal to a school board requesting funds for microcomputers, by Marti Swanson. (EL)

ED 263 558 CS 209 351

ED 263 558

CS 209 351

Fee, Margery, Ed.

Canadian Poetry in Selected English-Language
Anthologies: An Index and Guide. Occasional
Paper Series No. 36.

Dalhousie Univ., Halifax (Nova Scotia). Library.;

Dalhousie Univ., Halifax (Nova Scotia). School of

Dainousie Univ., Haiirax (Nova Scotia). School of Library Service. Report No.—ISBN-0-7703-018305 Pub Date—85 Note—267p. Available from—Director, School of Library Ser-vice, Dalhousie University, Halifax, Nova Scotia, Canada B3H 4H8 (\$21.50, includes postage and

Canada B3H 4H8 (\$21.50, includes postage and handling).

Pub Type— Reference Materials - Bibliographies (131) — Reference Materials (130)

EDRS Price - MF01/PCI1 Plus Postage.

Descriptors—Anthologies, Bibliographies, \*Canadian Literature, Indexes, \*Poetry

Forty-four English language anthologies are included in this index and guide to Canadian poetry. The introduction discusses the selection of the anthologies and the function of the index. The book contains (1) a guide to Canadian poetry anthologies that includes biographical sources, history, and crit-

icism; (2) a selective list of Canadian poetry anthologies in print on July 1984; (3) a list of indexed anthologies and their acronyms; (4) an author index; (5) a title index; (6) a first line index; (7) an index of translators; and an index of anthology editors. In addition, instructions on how to use this book, and a list of titles-from the occasional papers series (No. 36) of the Dalhousie University Libraries and from Dalhousie University School of Library Service-are included. (EL)

CS 209 353 Brown, Kathleen K., Comp. Quinn, Lynne, Ed. Write It: A Guide for Research. Footnotes from Your Library Media Center. Third Revised Edi-

Cherry Creek School District 5, Englewood, Colo.

Pub Date—85
Note—29p.; Compiled by the Cherry Creek High
School Library Staff. For the first revised edition,
see ED 234 382.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—High Schools, Research Methodology, Research Needs, \*Research Papers (Stu-

dents), Research Projects, Research Skills, \*Student Research, \*Technical Writing, Writing

Intended for high school students, this guide for writing the research paper consists of three parts. The first part deals with the research process and The first part deals with the research process and includes sever, steps: choosing and limiting a topic, finding and examining materials, making bibliography cards, notetaking, writing the outline and paper, using footnotes and endnotes, and typing the paper. The second part, focusing on a sample paper, contains examples of the title page, the introduction, first and second pages, the endnote page, and a bibliography. The third part discusses the completed research paper and includes an outline of the format requirements and a research paper specific (EL) requirements and a research paper checklist. (EL)

ED 263 560 CS 200 360 Farris, Pamela J.

A Comparison of Handwriting Strategies for Pri-mary Grade Students. Pub Date—[82]

Pub Date—[82]
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Comparative Analysis, \*Cursive Writing, Handwriting, \*Manuscript Writing (Hand Lettering), Primary Education, \*Writing Research, Writing Skills Identifiers—\*D Nealian Method, \*Zaner Bloser

In a longitudinal study comparing two different methods of handwriting instruction, the manuscript and cursive styles of D'Nealian and Zaner Bloser and cursive styles of D'Nealian and Zaner Bloser were compared. Subjects were 86 first and second graders, from four classrooms in a rural Illinois school district, taught according to only one or the other of these methods since kindergarten. A primary grade teacher, with experience teaching both styles of writing and trained to use the handwriting error analysis scale, rated writing samples of first graders (taken in November) and second graders (taken in November) and second graders (taken in November and April). Manuscrint sam-(taken in November and April). Manuscript samples written at the first grade level showed no significant differences. However, the D'Nealian method icant differences. However, the D'Nealian method produced fewer letter reversals and a significant correlation to beginning reading achievement. At the second grade level, the third handwriting sample was written in manuscript while the fourth was in cursive. The Zaner Bloser group performed significantly better in cursive writing in all categories except one, while the D'Nealian group had a higher correlation between handwriting legibility and word reading. The mixed results suggest that while the D'Nealian method shows promise, the Zaner Bloser method still merits consideration when choosing a handwriting method. (Samples of student writing are attached.) (EL)

Ideas Plus: A Collection of Practical Teaching
Ideas. Book Three.
National Council of Teachers of English, Urbana,

III.

III.
Report No.—ISBN-0-8141-2249-3
Pub Date—85
Note—62p.; For Books One and Two, see ED 239
301 and ED 251 860, respectively.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF0L/PC03 Plus Postage.
Descriptors—Creative Writing, Educational

Games, English, "English Instruction, High Schools, Language Acquisition, Language Skills, "Language Usage, "Learning Activities, Listening Skills, "Literature Appreciation, Novels, Poetry, Prewriting, Speech Skills, Teaching Methods, "Writing Exercises, "Writing Instruction Contributed by high school English teachers from across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Activities

this booklet are intended to promote the enterther teaching of English and the language arts. Activities described in the first section of the booklet focus on language exploration and include familiarizing stu-dents with dictionary information, using a tape re-corder to communicate with another class, taking and defending a stand on a controversial issue, and and defending a stand on a controversial issue, an and detending a stand on a controversial issue, and exploring the powerful and pervasive influence of the media on people's thinking. Activities in the second section are designed to stimulate an appreciation and understanding of classical and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities in this section deal with familiarizing students with emotions or themes prior to reading, stimulating analytical thinking about a literary se-lection, having students recreate a theme or plot in a modern setting, and suggesting alternatives to the traditional book report. Activities in the third sec-tion are intended to produce clear, concise student tion are intended to produce clear, concise student writing by focusing on point of view, preparing exact descriptions, creating dialogues between characters, and correcting frequently made errors. Several poetry writing assignments and two year-end activities conclude this section. (EL)

CS 209 365 ED 263 562

Gasser, Judith G.
Enhancing Written Language Development: Is It
Possible?

Pub Date—Sep 84

Note—18p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (1st, Kansas City, MO, September 26-28, 1984).

September 26-28, 1984).

Pub Type— Information Analyses (070) —
Speeches! Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, \*Childrens Literature, Creative Writing, Integrated Activities, Integrated Curriculum, \*Language Acquisition, Language Processing, \*Linguistic Competence, Linguistic Performance, Sentence Combining, Writing Improvement, \*Writing Instruction, Writing Processes, \*Writing Skills, \*Written Language

guage
Reciting interest in children's language development, including an increased emphasis on written
language production, this paper contains a review of
research, some assumptions about children's language development, and a list of objectives for a
combined literature and writing program for combined literature and writing program for above-average students at the intermediate level. The research reviewed in the paper led to the fol-The research reviewed in the paper led to the roi-lowing assumptions: that a sequential development in syntactic maturity is reflected in language usage; that by the age of eight a greater variety in the use of verbs and sentences is possible; that children's uses of sentence types and sentence structure pat-terns reflect the type of texts they read; and that children's literature serves as a model for developchildren's literature serves as a model for develop-ing more creative and grammatically interesting writing. The paper then lists eight activities for stim-ulating written language development, some of which include utilizing award-winning books, sen-tence combining lessons, creative writing, an intro-duction to a variety of literary forms, a review of the elements of expository writing, and a variety of pub-lishing techniques to display and share the chil-dren's work. References containing teaching suggestions and a list of children's books are ap-pended. (EL)

CS 209 367 Blume, Pat Feature Project-The Old West, Pub Date—[84]

Note—5p.
Journal Cit—Live Wire; v1 n2 p12-14 Oct 1984
Pub Type—Guides - Classroom - Teacher (052) —
Journal Articles (080)

Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Assignments, Class Activities,
Classroom Techniques, Elementary Education,
\*Integrated Activities, \*Language Arts, \*Learning Activities, Listening Skills, Peer Relationship,
Reading Instruction, Speech Instruction, Speech
Skills, \*Student Motivation, \*Teaching Methods,

Writing Instruction, Writing Skills

The teaching activities presented in this paper focus on transforming the classroom into the Old West as a means of providing endless opportunities for writing, speaking, and listening in the areas of math, science, social studies, history, geography, music, and art. The paper contains directions for helping students to create scenes, in the classroom, for an Old West setting—such as a sheriff's office, general store, or stable. An Old West activity chart containing a variety of possibilities for classroom containing a variety of possibilities for classroo projects is included. (EL)

ED 263 564 CS 209 368 Pury, Lori And Others
Feature Project-A Bookmaking Party.
Pub Date—Aug 84

Pub Date—Aug —
Note—Sp.
Journal Cit—Live Wire; vl nl p10-12 Aug 1984
Pub Type—Guides - Classroom - Teacher (052) —
Journal Articles (080)
Journal Articles (1980)

Pub Type—Gundes - Classroom - Teacher (032) —
Journal Articles (080)

EDRS Price - MF0L/PC01 Plus Postage,
Descriptors—\*Books, Class Activities, Classroom
Techniques, Creative Writing, Elementary Education, Group Activities, \*Learning Activities,
Reading Materials, \*Student Motivation, \*Teaching Methods, \*Writing Instruction
The teaching activities presented in this article
focus on a bookmaking party, which gives children
a format in which they can publish and share their
activities in a formal way, provides them with books
for recording their writing, and involves students,
parents, and the community with children's writing.
The paper describes the steps for assembling the
materials and organizing the party, and contains a
sample invitation and instructions for making the
books. (EL)

CS 209 369

Tackabury, Pamela Feature Project-A Bright Idea. Pub Date-Apr 85

Feature Project-A Bright Idea.
Pub Date—Apr 85
Note—6p.
Journal Cit—Live Wire; v1 n5 p8-11 Apr 1985
Pub Type— Guides - Classroom - Teacher (052) —
Journal Articles (080)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Art, "Art Activities, Assignments,
Class Activities, Classroom Techniques, Elementary Education, "Integrated Activities, "Language Arts, "Learning Activities, Medieval
History, "Student Motivation, Teaching Methods
Identifiers—"Illuminated Manuscripts
The teaching activities presented in this paper introduce elementary pupils to illuminated manuscripts of the Middle Ages, and, in doing so, integrate art and language and also provoke interest in history. The paper provides references, tells how to produce an illuminated calendar page (including getting background information on the history of the illuminated manuscript and on the process of illumination), and suggests related activities, such as creating scenes, poems, letters, and decorative borders. (EL)

ED 263 566

CS 209 370

Language Everywhere-Arts. [Compiled from Columns in Three Issues of "Live Wire," August, October, and December 1984.]

National Council of Teachers of English, Urbana,

111 Pub Date-[84]

Note-10p.

Journal Cit-Live Wire; v1 a1,2,3 Aug,Oct,Dec

Pub Type— Guides - Classroom - Teacher (052) — Journal Articles (080)

Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, Assignments, Class Activities, Classroom Techniques, Elementary Education, "Integrated Activities, Language Arts, "Learning Activities, "Littles, Language Arts, "Learning Activities, "Littles, "Faching Methods, "Writing Instruction, Writing Skills The teaching activities presented in this compilation of columns from the journal "Live Wire" focus on integrating the arts with language. The selections describe (1) the concept of "framing" in art and in writing; (2) using folktale pantomimes as inspirations for writing; (3) using literature response sheets (samples included) to respond to the characters, scenes, or events in stories; (4) rewriting the comic strips to teach a simple type of dialogue writing; (5) and comparing, contrasting, and describing different picture versions of the same folktale in order to help students analyze what they see. (EL)

ED 263 567 CS 209 372 Language Everywhere-Social Studies. [Compiled from Columns in Three Issues of "Live Wire," August and October 1984 and April 1985.] National Council of Teachers of English, Urbana,

Pub Date—[85] Note—7p. Journal Cit—Live Wire; vl n1,2 Aug, Oct 1984 vl n5 Apr 1985

Journal Čti-Live Wire; vl n1,2 Aug, Oct 1984 vl n5 Apr 1985
Pub Type— Guides - Classroom - Teacher (052) —
Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classroom Communication, Classroom Techniques, Elementary Education, Group Activities, "Integrated Activities, "Language Arts, "Learning Activities, Peer Relationship, Reading Stills, "Social Studies, "Student Motivation, Teaching Methods, Writing Skills
The teaching activities presented in these articles integrate language skills in the social studies curriculum in a variety of ways. The paper describes (1) producing a news program in the classroom; (2) creating "word webs" (using a core word to make associations with other words); (3) making jackdaws (a collection of anything, real or imaginary, that concretely relates to a particular book, time, or theme) in order to increase understanding of an era-its people and places; and (4) writing postcards to become involved with another culture or geographical location. (EL)

CS 209 374 Language Everywhere. [Compiled from Columns in Three Issues of "Live Wire," February, April, and August 1985.] National Council of Teachers of English, Urbana,

Pub Date-[85]

Note—9p. Journal Cit—Live Wire; v1 n4,5 Feb, Apr 1985 v2

nl Aug 1985
Pub Type— Guides - Classroom - Teacher (052) —
Journal Articles (080)

Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptora—Class Activities, Classroom Communication, Classroom Techniques, Elementary Education, Group Activities, "Integrated Activities, "Language Arts, "Language Usage, "Learning Activities, Reading Instruction, Reading Skills, "Sentence Structure, Speech Instruction, Speech Skills, "Student Motivation, Teaching Methods, Writing Instruction, Writing Skills

The teaching activities presented in these articles entegrate language skills in a variety of ways. The articles describe assignments about (1) using road signs to help students realize the importance of reading the signs they encounter; (2) integrating

signs to help students realize the importance of reading the signs they encounter; (2) integrating reading, speech, writing, and art, with pet dragons as the subject; (3) focusing on reading and writing directions; (4) constructing "people sentences" for increasing the understanding of sentence structure; and (5) suggesting that students write about what's on their minds to help them focus on real experi-ences and develop confidence in their writing. (EL)

Grade 12 Diploma Examinations Program. English 30 & English 33, 1985-86 School Year. Alberta Dept. of Education, Edmonton.

Pub Date—Aug 85
Note—45p.; For related documents, see CS 209
375-387 and ED 262 044. Document printed on

colored paper. ub Type— Guides - Classroom - Teacher (052) —

colored paper.
Pub Type — Guides - Classroom - Teacher (052) —
Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Curriculum, English Instruction, Foreign Countries, Grade 12, High Schools, Multiple Choice Tests, Reading Comprehension, "Reading Skills, "Reading Tests, Student Evaluation, "Fest Items, Writing (Composition), "Writing Evaluation, "Writing Skills Identifiers—Alberta

ientifiers—Alberta
Intended for teachers and students, this document Intended for teachers and students, this document presents updated information about the design, the sections, and the scoring of the Grade 12 diploma examinations in English 30 and 33 for the 1985-86 school year in Alberta, Canada. It contains blueprints illustrating the relationship between the content and scoring of writing and reading test assignments and curriculum concepts, the categories under which summary data will be conveyed to schools, and the amount that each section of the examination contributes to the total examination grade. The document also describes the tests: the skills required, the concepts to be mastered, the amount of time to allow, the length of the written compositions, the proportion of the total soore allotted to each assignment, and other scoring informa-

ED 263 570 CS 209 376
Grade 12 Diploma Examination, English 30, Part
A: Written Response,
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 85
Note—21p.; For related documents, see CS 209
375-387.

Note—219.; For feinied documents, see CS 207
375-387. Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Reader Response, Reading Comprehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items, \*Writing (Composition), Writing Evaluation, \*Writing Skills Identifiers—Alberta
Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings about which the student must write a personal response, and (3) a major assignment requiring stu-

response, and (3) a major assignment requiring stu-dents to show how the authors they studied in senior high school English classes illustrate ideas through setting, character, and/or events. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (EL)

ED 263 571 CS 209 377 Grade 12 Diploma Examination, English 30, Part B: Reading (Multiple Choice), Readings Book-

Alberta Dept. of Education, Edmonton. Pub Date—Jan 85

lote-23p.; For related documents, see CS 209 375-387.

375-387.

Pub Type— Tests/Questionnaires (160)
EDRS Price - MF0I/Pc01 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Multiple Choice Tests, \*Reading Comprehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items
Identifiers—Alberta

Identifiers—Alberta
Intended for students taking the Grade 12 Examination in English 30 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains 10 short reading selections taken from fiction, nonfiction, poetry, and drama, including the following: an excerpt from "Where Did You Go?" "Out." (Robert Paul Smith): "Lines on Young Lady's Photograph Album" (Philip Larkin); an excerpt from "Nicholas Nickleby" (Charles Dickens); "Snakeroot" (Gary Geddes); an excerpt from "Snicholas Nickleby" (Charles Dickens); "Snakeroot" (Gary Geddes); an excerpt from "Henry IV: Part 2" (William Shakespeare); an excerpt from "Bonjour, La, Bonjour. No.28 Trio" (Michel Tremblay); an excerpt from "In the Land of Dreamy Dreams" (Ellen Gilchrist); "War Preparers Anonymous" (Kurt Vonnegut); "How to Paint the Portrait of a Bird" (Jaques Prevert); and "Plastic World" (Ellen Goodman). (EL)

Grade 12 Diploma Examination, English 30, Part B: Reading (Multiple Choice). Questions Book-

alberta Dept. of Education, Edmonton.
Pub Date—Jan 85
Note—23p.; For related documents, see CS 209
375-387.

373-387.

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries,
Grade 12, High Schools, \*Literature Appreciation, Multiple Choice Tests, Reader Response,
\*Reading Comprehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items
[dentifiers—Alberts

Identifiers—Alberta
Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canproma Examination in Engine 30 in Autoria, Can-ada, this reading test contains 30 multiple choice test items based on the ten readings in the readings booklet. The questions examine the student's skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, and (3) understanding and interpreting hu-man experience and values as expressed through literature. (EL)

CS 209 379 Grade 12 Diploma Examination, English 30. Part A: Written Response. Alberta Dept. of Education, Edmonton.

Pub Date—Jun 85 Note—22p.; For related documents, see CS 209 375-387.

375-387.

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, "Literature Appreciation, Reader Response, "Reading Comprehension, "Reading Skills, Reading Tests, Student Evaluation, Test Items, "Writing (Composition), Writing Evaluation, "Writing Skills Identifiers—Alberta

Identifiers—Alberta
Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings about which the student must write a personal ings about which the student must write a personal response, and (3) a major assignment requiring students to show how the authors they studied in senior high school English classes illustrate ideas through setting, and/or character, and/or events. The book-let contains space for planning and drafting the compositions, as well as for writing the revised

CS 209 380 ED 263 574 Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Readings Book-

Alberta Dept. of Education, Edmonton. Note—Jon. 85 Note—26p.; For related documents, see CS 209 375-387.

Note—26p.; For related documents, see CS 209 375-387.

Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postags.

Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Multiple Choice Tests, \*Reading Comprehension,\* \*Reading Skills, Reading Tests, Student Evaluation, Test Items
Identifiers—Alberta
Intended for students taking the Grade 12 Examination in English 30 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains 10 short reading selections taken from fletion, nonfliction, poetry and drama, including the following: "At the Age at Which Mozart Was Dead Already" (Ellen Goodman); "Embassy" (W. H. Audea); an excerpt from "Julia" (Lilliam Hellman); "Girl and Horse, 1928" (Margaret Atwood); an excerpt from "Antony and Cleopatra" (William Shakespeare); "That Yellow Prairie Sky" (Robert Kroetsch); "Three Cheers for the Snail Darter" (James L. Buckley); "David" (Josephine Miles); "Springtime" (Claire Martin); and "Marrying Absurd" (Joan Didion). (EL)

ED 263 575 CS 209 381 rade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Questions Book-

erts Dept. of Education, Edmonton.

Pub Date—Jun 85 Note—23p.; For related documents, see CS 209 375-387.

Note—23p.; For related documents, see CS 209
375-387.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Citerature Appreciation, Multiple Choice Tests, \*Reading Comprehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items
Identifiers—Alberts
Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Candad, this reading test contains 80 multiple choice test items related to the ten readings in the readings booklet. The questions examine the student's skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, and (3) understanding and interpreting human experience and values as expressed through literature. (EL)

ED 263 576

CS 209 382

Grade 12 Diploma Examination, English 33. Part A: Written Response. Alberta Dept. of Education, Edmonton. Pub Date—Jan 85 Note—23p.; For related documents, see CS 209

375-387.

Note—23p.; For related documents, see CS 209
375-387.
Pub Type— Tests/Questionnaires (160)
EDRS Prices - MF01/PC01 Plus Poetage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Reading Skills, Reading Comprehension, Reading Skills, Reading Comprehension, Test Items, \*Writing (Composition), Writing Evaluation, \*Writing Skills
Identifiers—Alberts
Intended for students taking the Grade 12 Diploma Examination in English 33 in Alberts, Canada, this test on writing contains general instructions and three sections: (1) personal response to literature, which requires a response about an aspect of literature; (2) functional writing, which requires a written response within a given situation an aspect of literature; (2) functional writing, which requires a written response within a given situation or context; and (3) response to visual communication, which requires a student to respond to cartoons by writing about the main ideas and personal reactions. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (EL)

CS 209 383 Grade 12 Diplorsa Examination, English 33. Part B: Reading (Multiple Choice). Readings Book-

Alberta Dept. of Education, Edmonton.
Pub Date—Jan 85
Note—20p.; For related documents, see CS 209
375-387.

375-387.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MPDI/PC01 Pus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Multiple Choice Tests, \*Reading Compehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items
Identifiers—Alberta

Identifiers—Alberta
Intended for students taking the Grade 12 Examination in English 33 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains short reading selections taken from fiction, nonfiction, poetry, and drama, including the following: an excerpt from "Catch-22" (Joseph Heller); "School Thief" (Dennis Potter); "In One Era and Out the Other" (Sam Levinson); "Those Winter Sundays" (Robert Hayden); an excerpt from "Red Dress" (Alice Munro); an excerpt from "Red Dress" (Alice Munro); an excerpt from "Hide and Seek" (Lezley Havard); and "Manitoba Poem" (Dale Zieroth). (EL)

ELI 203 578 CS 209 384 Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Questions Book-let.

Alberta Dept. of Education, Edmonton. Pub Date—Jan 85 Note—21p.; For related documents, see CS 209 375-387.

375-387.

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Multiple Choice Tests, \*Reading Compehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items Identifiers—Alberts
Intended for students taking the Grade 12 Di-

Identifiers—Alberta
Intended for students taking the Grade 12 Diploma Examination in English 33 in Alberta, Canada, this reading test contains 65 multiple choice test items related to the selections in the readings booklet. The questions examine the student's skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, (3) understanding and interpreting human experience and values as expressed through literature, and (4) finding and using information for a particular purpose. (EL)

CS 209 385
Grade 12 Diploma Examination, English 33. Part
A: Written Response.
Alberta Dept. of Education, Edmonton.
Pub Date—Jun 85
Note—23a. E.

lote—23p.; For related documents, see CS 209 375-387.

Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PCD1 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Reader Response, Reading Comprehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items, \*Writing (Composition), Writing Evaluation, \*Writing Skills Identifiers—Alberta
Intended for students taking the Grade 12 Diploma Examination in English 33 in Alberta, Canada, this test on writing contains general instructions and three sections: (1) a personal response to literature, which requires a response bout some aspect of literature; (2) functional writing, which requires a written response within a given situation or context; and (3) response to visual communication, which requires a student to respond to cartoons by writing about the main ideas and personal reactions. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (EL)

Grade 12 Diploma Examination, English 33, Part B: Reading (Multiple Choice). Readings Book-

Alberta Dept. of Education, Edmonton.
Pub Date—Jun 85
Note—26p.; For related documents, see CS 209

Note-26p 375-387.

375-387.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Multiple Choice Tests, \*Reading Compehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items
Identifiers—Alberta

Identifiers—Alberta
Intended for students taking the Grade 12 Examination in English 33 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains 8 abort reading selections taken from fiction, nonfiction, poetry, and drama, including the following: an excerpt from "Circus Nerves" (Eric Nicoli); "Follower" (Seamus Heaney); an excerpt from "Bad Seed" (Maxwell Anderson); six short nonfiction selections: "The Highway" (Ray Bradbury); "The Thrushes Do Not Die Out" (Walter Bauer); an evaluation request and letter written in response to it; sample memos and sales ads; and "Fall in a Day's Work" (Audrey Grescoe). (EL)

CS 209 387 Grade 12 Diploma Examination, English 33. Par B: Reading (Multiple Choice). Questions Book

Alberta Dept. of Education, Edmonton. Pub Date-Jun 85

Tote—21p.; For related documents, see CS 209 375-387.

Note—21p.; For related documents, see CS 209
375-387.

Pub Type— Tests/Questionnaires (160)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12. High Schools, \*Literature Appreciation, \*Multiple Choice Tests, \*Reading Comprehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items
Identifiers—Alberta
intended for students taking the Grade 12 Diploma Examination in English 33 in Alberta, Canada, this reading test contains 65 multiple choice test items over the 8 readings in the readings book-let. The questions examine students' skills in (1) understanding meanings, (2) understanding and interpretting the relationships between form and content, (3) understanding and interpretting human experience and values as expressed through literature, and (4) finding and using information for a particular purpose. (EL)

Grade 3 Language Arts Achievement Test. Part A:
Expressive Language (Writing).
Alberta Dept. of Education, Edmonton.
Pub Date—Jun 85
Note—8p.; For Part B sec 209 389.
Pub Type. Tests (Observious Life (160))

Pub Type—Tests/Questionnaires (160)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, Foreign Countries, Grade 3, Primary Education, Student Evaluation, Test Items, Writing (Composition), Writing Evaluation, Writing Evaluation,

Skills
Identifiers—Alberta
Intended for students taking the Grade 3 Language Arts Achievement Test in Alberta, Canada, this booklet contains the writing portion of the test, which requires the student to write an imaginative composition in response to a brief passage. The booklet contains space both for planning the composition and for writing the finished work. (EL)

ED 263 583

CS 209 389

Grade 3 Language Arts Achievement Test. Part B:
Receptive Language (Reading),
Alberta Dept. of Education, Edmonton.

Alberta Dept. of Education, Edmonton.
Pub Date—Jun 85
Note—22p.; For Part A see CS 209 388.
Pub Type—Tests/Questionnaires (160)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, Foreign Countries, Grade 3, Literature Appreciation, Multiple Choice Tests, Primary Education, \*Reading Comprehension, \*Reading Skills, Reading Tests, \*Student Evaluation, Test Items

Items
Identifiers—Alberta
Intended for students taking the Grade 3 Language Arts Achievement Test in Alberta Canada, this booklet contains the reading portion of the test, which consists of 36 multiple choice questions related to the 10 stories, reports, poems, or short paragraphs provided in the booklet. The machine-readable answer sheet is included in the hooklet. (RI) booklet. (EL)

CS 209 392 Foster, Dan Hoffman, Paul The Private Worlds of Basic Writers. Pub Date-[84] Pub Date—[84]
Note—10p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Analysis, Basic Skills,
Higher Education, "Nouns, "Phrase Structure,
Writing (Composition), "Writing Evaluation,
Writing Instruction, "Writing Research, "Writing
Skills

Writing Instruction, "Writing Research, "Writing Skills Identifiers.—"Basic Writing In a study designed as a pilot project to test a taxonomy of noun phrases (NPs) and indicate results to be expected from a larger subsequent survey. 13 essays from a basic writing class and 10 essays from an advanced composition class were analyzed for four NP types: (1) those requiring earlier text information for full interpretation, (2) those fully interpretable on their own, (3) those requiring extra-textual, readily accessible information for full interpretation. Statistical analysis using t-tests showed that the basic essays contained significantly more NPs requiring nonaccessible information and fewer NPs containing readily accessible information than did advanced papers. These results suggest that the taxonomy of noun phrases is a useful one, but that a similar study using a larger, randomly selected sample is needed. (Author/DF)

CS 209 394

ED 263 385

Kall, Suson E. M.

Fat Letters and Other Observations of Young Children Learning to Write.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date—Oct 85

Note—9p.

Journal Cit—Insights into Open Education; v18 n2

Oct 1945

Oct 1985

Journal Cit—Insights into Open Education; v18 n2 Oct 1985
Pub Type— Information Analyses (070) — Opinion Papers (120)
Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Child Development, "Handwriting, "Kindergarten Children, Learning Activities, Learning Processes, Learning Theories, Primary Education, "Skill Development, Word Recognition, "Writing Processes, "Writing Skills Identifiers—Invented Spelling, "Print Awareness Some of the ways young children initially approach writing, including their understanding and involvement with the writing process, is the focus of this paper. It illustrates the variety of ways children deal with the concept of spaces between words, the differences between printed and cursive writing, and the left-to-right, top-to-bottom directionality of writing. The paper concludes with the observation that understanding how young children perceive and use the conventions of writing may be the first

step in determining what information they are ready to learn and may lead to more effective techniques for teaching the conventions as adults use them.

ED 263 586 CS 209 395

Downs, Robert B.

Books in My Life. The Center for the Book/Viewpolnt Series No. 14, Library of Congress, Washington, DC. Center for the Book.

Report No.—ISBN-0-8444-0509-4 Pub Date—85 Note—19p.

Note—19p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Attitude Change, "Books, Change Strategies, "Influences, Libraries, "Literature History, "Literature, Literature Appreciation, Publications, "Reading Interests, World Literature As part of the Center for the Book's Viewpoint Series, this booklet considers the impact of books on history and civilization and their influence on personal life as well. Beginning with a preface by John Y. Cole, Executive Director of the Center for the Book, the booklet discusses writer Robert B. Y. Cole, Executive Director of the Center for the Book, the booklet discusses writer Robert B. Down's favorite childhood books and his interest in books and ibraries that led to his writing a number of books on the theme of the influence of books, including "Books That Changed the World"; "Famous Books Ancient and Medieval"; "Famous Books Since 1492"; "Books That Changed America"; "Famous Books, Great Writings in the History of Civilization"; "Books That Changed the South"; "In Search of New Horizons, Epic Tales of Travel and Exploration"; and "Landmarks in Science, Hippocrates to Carson." The booklet lists the two factors considered when including books in such collections and concludes with an examination of attempts made by other critics to assess the influence of books. (EL)

ED 263 587 CS 209 397 Duchastel, Philippe The Ideal Text: Case Study 1.

Note—Jap.
Pub Type—Reports - Descriptive (141) — Guides
- Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biology, Cognitive Processes, Content Area Reading, Educational Psychology, Grade 10, High Schools, Playout (Publications), "Learning Theories, Models, "Textbook Preparation, Textbook Research, "Textbook Standards, "Theory Practice Relationship Identifiers—"Ideal Text Project (Quebec), "Textbook Design Project (Quebec)," Textbook Design Project (Quebec), "Textbook Design Project (Quebec)," Textbook Design Project (Quebec), "Textbook Design Project (Quebec)," Textbook Project (Quebec)," Textbook Design Project (Quebec)," Textbook Proje

"Theory Practice Relationship Identifiers—"Ideal Text Project (Quebec), "Textbook Design
Organized in three sections, this report presents the first case study from a project aimed at developing prototypes of ideal textbook chapters. The report (1) discusses the Ideal Text Project, in which a number of researchers in instructional science have been challenged to design a textbook chapter that incorporates the design features they think an ideal text should contain; (2) includes the first prototype chapter developed (a tenth grade biology text chapter on the brain); and (3) presents extensive commentary on the development of the chapter, including the text design framework, and text design features. (HOD)

ED 263 588

Beurd, John D., Ed. McNobb, Scott E., Ed.
Testing in the English Language Arts: Uses and
Abuses. A Collection of Articles.
Michigan Council of Teachers of English.
Pub Date—85 CS 209 401

Note—85 Note—65 Note—61p.

Available from—Michigan Council of Teachers of English, P.O. Box 892, Rochester, MI 48063 (\$6.00).

(\$6.00).

Pub Type— Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Pestage.

Descriptors—Bilingual Education, English (Second Language), English Instruction, Language Arts, Literacy, Reading Skills, Secondary Education, "Test Bilas, Test Construction, "Testing "Festing Problems, "Test Interpretation, "Test Reliability, Test Results, "Test Theory, Writing Evaluation, Writing Skills Intended for teachers, this collection of articles on testing in the English language arts contains the following titles: "What Do Test Scores 'Really' Mean in Educational Policy?" by George F.

Madaus; "Testing and Literacy: A Contradiction in Terma?" by Marilyn Wilson; "Throwing in the TOWL," by Mary Jane Curry; "Taking the Authority Figure Out of the Language of Testing," by Petey Young; "Implications of Parent, Tescher, and Student Perspectives on the Value of School Tests," by Sheila Pitzgeraid; "Sergeant Friday Meets the Taxonomy: We Need More than Just the Facts Ma'am," by James M. Brewbaker; "Large Scale Writing, Assessment: An Instructional Message," by Charles R. Chew; "Self-Assessment and the Mastery of Writing," by Edgar H. Thompson; and "Trends and Issues in the Use and Misuse of Oral Language Proficiency Testing for Bilingual Program Planning," by Josefina V. Tinajero. The appendix contains a literacy statement on testing and assessment by the Michigan Association of Speech Communication, the Michigan Reading Association. (EL)

ED 263 589 CS 209 402 Orburn, E. Bess McDonell, Gloria M. Beginning Writing: Characteristics of Develop-

Pub Date

Beginning Writing: Characteristics of Development.
Pub Date—83
Note—13p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).
Pub Type—Reports -Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MFBI/POI Plus Postage.
Descriptors—°Child Language, Language Acquisition, Primary Education, Writing (Composition), "Writing Processes, "Writing (Composition), "Writing Processes, "Writing Research, Writing Skills Identifiers—"Beginning Writing
A study was conducted to identify characteristics of young children's written compositions that might be used to indicate growth patterns. Written compositions of 482 children of all ability levels, grades 1-3, were examined by two teams of teacher-researchers and placed on a continuum of sophistication. Four growth strands were identified: (1) readiness, in which the children learned that language can convey a message; (2) sentence, in which children began to string words together to form sentences; (3) description, in which children learned to use a series of sentences to describe something; and (4) beginning discourse, in which five elements showing growth developed. These elements were the increase in sentence length and variety, the increase in concern for logical relationships, the increase in concern for logical relationships, the increase in descriptive language, the use of story structure, and the recognition of audience awareness. While a sequence of patterns and growth strands appeared, these patterns did not occur in amooth transitions. Awareness of the importance of errors to growth in writing should help teachers to create a classroom atmosphere that encourages experimentation. The growth strands can be used as guidelines for teachers as they examine compositions over a period of time and and communicate with parents and administrators about written language growth. (EL)

ED 263 590 CS 209 403

ED 263 590

Sanders, Tobie R. And Others
Why People Write: Ethnographies of Writing and
Implications for Instruction.
Pub Date—3 Apr 85
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April, 1945). Partial funding provided by a grant from the Spencer Foundation.
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Information Analyses (070)

ports - Research (143) — Information Analyses (070)

EDBS Price - MF01/PC01 Plus Postage.

Descriptors—English Curriculum, "Ethnography, "Instructional Improvement, Literature Reviews, Writing (Composition), "Writing Instruction, "Writing Research Identifiers—Audience Awareness
A review of the literature concerning ethnographic studies of writing reveals a number of reasons for the writing that people do. Some studies of writing in the schools found that what is considered "writing" is not really writing at all and that the majority of students consider the teacher to be their sole audience. Other studies examining writing within a cultural context—both within and outside the United States—to determine why people write discovered that writing serves a variety of purposes and audiences. A study conducted in Marion, Ohio,

collected and organized preliminary information needed to design and carry out an ethnography of writing in a culturally diverse midwestern commuwriting in a culturally diverse midwestern commu-nity. Participants were observed in community set-tings where writing naturally occurred and data from 91 instances of writing behavior were ana-lyzed. Results of this descriptive study and of the literature review suggest instructional practices that can be adapted to all levels of students, including having students write for "authentic" reasons, for a variety of audiences, and within a wide range of activities and assignments. Ethnographic studies of writing are thus valuable for providing teachers with insights into the nature and function of writing and with ideas for creating writing curricula that offer students realistic opportunities for writing. (DF)

Malek, Joyce Encouraging, Building On, and Integrating Oral Communication Skills: Practical Techniques.

Eacouraging, Building On, and Integrating Oral Communication Skills: Practical Techniques. Pub Date—Apr 85
Note—Apr 85
Note—12p.; Paper presented at the Annual Meeting of the Minnesota Council of Teachers of English (26th, Brainerd, MN, April 19-20, 1985).
Pub Type—Speeches/Meeting Papers (150)—Guides - Classroom - Teacher (052)
EDRS Price - MF9I/PO91 Plus Poetage.
Descriptors—Class Activities, Classaroom Technique, Conferences, "Discussion (Teaching Technique), English Instruction, Higher Education, "Speech Communication, "Speech Skills, Teaching Methods, Writing Improvement, Writing Instruction, "Writing Skills Identifiers—"Journal Writing
Three classroom activities that can help students become better writers by building on skills they already have as well as by providing them with necesary strategies are conferences, journals, and class discussions. Conference groups—made up of three to five students discussing rough drafts of each other's written work and recorded by tape or notetaking—allow students to use their oral communication within to become better critical readers and writers. ing allow students to use their oral communication skills to become better critical readers and writers. Student journals—written records of experiences both in and out of class—allow students to explore ideas, observations, conversations, and issues drawn noess, conervations, conversations, and issues grawn from oral experiences and serve as the basis for ad-ditional written assignments. Class discussions-drawn from newspaper articles, books, song lyrics, or any issue introduced in class-can serve as a stimor any issue introduced in class-can serve as a stim-ulus for written composition by providing informa-tion and generating interest in a topic. These three methods allow students to use oral communication skills as a way of responding to and analyzing writ-ten work, generating ideas for writing, and exploring issues and topics. (EL)

ED 263 592 CS 209 407 Skrzec, Ann Elizabeth Writing Skills Assessment: A Campus Wide Ap-

proach. ub Date—May 85

Note—29p.; Paper presented at the Annual Meeting of the Writing Centers Association East Central Conference (7th, Erie, PA, May 3-4, 1985). Pub Type—Reports Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/FC02 Plus Postage.
Descriptors—English Instruction, "Evaluation
Methods, Higher Education, "Holistic Evaluation, "Interdisciplinary Approach, Program
Administration, Program Descriptions, Program
Development, Program Effectiveness, Student
Evaluation, "Writing Evaluation, Writing Instruction, Writing Skills
Intended for writing instructors and content instructors who require writing in their courses, this

Intended for writing instructors and content instructors who require writing in their courses, this document describes a college's writing skills assessment peogram and reviews the implications of a campus-wide approach to evaluating writing. The paper emphasizes that the acoring of placement and developmental English exit exams is done by the Composition Board, a group of English faculty and faculty from other academic departments that assumes responsibility for all writing assignment tasks, including designing and field testing topics, refining the evaluation criteria, and training new readers. The paper then outlines the development of the program, the reasons for selecting faculty from a variety of academic disciplines, and early decisions of the board (including those about a philosophy of competence, testing students, composition topics, evaluation criteria, and assessment procedures). Next, the paper describes the effectiveness

of the Composition Board, the advantages of having placement decisions made by a multi-discipline fac-ulty, and the limitations of the system. The appen-dix includes the evaluation scale for the writing sment test. (EL)

ED 263 593 CS 200 408 Perera, Katho

Grammatical Differentiation between Speech and Writing in Children Aged 8 to 12. Pub Date—85

Pub Date—85
Note—32p.; Paper presented at the Annual Meeting of the International Writing Convention (Norwich, England, March 31-April 4, 1985).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01 Pius Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Child Language, Comparative Analysis, Elementary Education, Foreign Countries, Grammar, \*Language Case, \*Oral Language, Research, \*Language Usage, \*Oral Language, Sentence Structure, \*Written Language Identifiers—\*Speaking Writing Relationship, Wales Data from a language development project at the Polytechnic of Wales were used to compare the speech and writing of 48 monolingual English-speaking children. The 48 children came from three groups, aged 8, 10, and 12. For the collection of spoken data, the children, divided into groups of three, were tape recorded while they made a construction out of Lego bricks. They were then interthree, were tape recorded while they made a construction out of Lego bricks. They were then interviewed individually and asked to describe what they had made and to talk about other games they played. For the writing task, the children had to write about the Lego construction they had built. The spoken data yielded eight different oral constructions—all of which occur in the spontaneous speech of adults: the clause initiator, "well"; the use of "this" and "these" for specific indefinite reference; the recapsitulatory propours colloquial uses of ence; the recapitulatory pronoun; colloquial uses of "like," "sort of," and "kind of"; the tag statement; "like," "sort of," and "kind of"; the tag statement; and amplificatory noun phrase tag. All of the constructions, apart from the recapitulatory pronoun, showed an increase from age 8 to 10. Interestingly, many children learned to avoid specifically oral constructions in their writing by about the age of ten, and some had begun to use specific literary constructions in their writing that did not occur in their spontaneous speech. (HOD)

CS 209 416 Vavra, Edward A.

The Sequential, Syntactic, Remedial Tutorial. Pub Date—3 May 85

The Sequential, Syntactic, Remedial Tutorial.
Pub Date—3 May 85
Note—14p.; Paper presented at the Annual Meeting of the Writing Centers Association East Central Conference (7th, Erie, PA, May 3-4, 1985).
Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150)
EDRS Price - MFDI/POBI Plus Postage.
Descriptors—\*Grammar, Higher Education, \*Revision (Written Composition), Writing Exercises, \*Writing Improvement, \*Writing Instruction, Writing Processes
Designed for students who have grammatical problems, the syntactic approach presented in this paper helps explain the process of revision, and should be used only after a student has written a draft. The paper suggests that the students' hypothetical objective can be to understand how every word in any sentence is syntactically connected to the basic sentence pattern, and explains the four-step approach, categorized according to prepositional phrases, subjects and verbs, subordinate clauses, and gerundives (participles). The paper lists the following advantages of this approach: (1) students work with only their own writing; (2) the approach emphasizes and helps define revision as a separate process, starts with a simple concept and expands, entails automatic review of all preceding steps, and focuses on what is right rather than what is wrong; (3) students study only those grammatical concepts directly related to their problems in writing, and experience an early sense of success; (4) students' work is easily and quickly checked; and (5) much of the instruction can be done through simple handouts. (EL)

ED 263 595 CS 209 417 Lovejoy, Kim Brian
The Gricean Model: A Revising Rubric.
Pub Date—15 Sep 85

ote-16p.; Paper presented at the Annual Meeting of the Conference on College Composition.

and Communication (36th, Minneapolis, MN, March 21-23, 1985).

and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Higher Education, Language Processing, "Models, "Revision (Written Composition), "Verbal Communication, Writing (Composition), "Writing Instruction, Writing (Skills Identifiers—"Grice (HP)

H.P. Grice's theory of conversation can be used effectively to teach revision in composition courses because it teaches students the rules for effective writing, Grice has formulated a general principle, the Cooperative Principle, based on the assumption that talk-exchanges among speakers are "cooperative efforts" having "a common purpose or set of purposes." In observing the cooperative principle, four conversational maxims are also observed (1) quantity—making as informative a contribution as required but not more so; (2) quality—saying only what is true and not including things for which there is insufficient evidence; (3) relation—being relevant; and (4) manner-avoiding obscurity, ambiguity, unnecessary prolixity, and disorder. The value of the Gricean model is that it asks new questions concerning revision and makes the standard questions clearer, more comprehensible, and more forceful by providing the students with an organizational scheme that does not sacrifice its heuristic power of simplicity. (EL)

ED 263 596 CS 209 418 CS 209
Tchudi, Stephen N., Ed.
Language, Schooling, and Society. Proceedings
the International Federation for the Teaching
English Seminar (East Lansing, Michigan, N
vember 11-14, 1984),
Report No.—ISBN-0-86709-147-9
Pub Date—85

Note—193p. Available from—Boynton/Cook Publishers, 52 Up-per Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 (\$9.75).

per Montesair Flazz, F.U. Box 800, Upper Montesair, NJ 07043 (\$9.75).
Pub Type—Collected Works - Proceedings (021) —
Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Basic Skills, \*Education, Educational
Theories, \*English Instruction, English Teacher
Education, \*Global Approach, \*Language, Language Arts, Language Proficiency, Language, Language Arts, Language, \*Literacy, Literature Appreciation, Mass Media, Multicultural Education,
Politics, Reading Instruction, Reading Skills, Social Influences, Teaching Methods, \*Values, Writing Instruction, Writing Skills
The keynote addresses and study group reports of
the International Federation for the Teaching of English (FTE) seminar are presented in this book. It
begins with an introduction by Stephen N. Tchudi
which explores the issues and concerns that cut
across several or all of the reports and speeches, Part
1, "International Perspectives on Language, School-

which explores the issues and concerns that cut across several or all of the reports and speeches. Part I, "International Perspectives on Language, Schooling, and Society: "Gotaling, and Society: 1964-2004," by Anthony Adams; "Language and Schooling," by Frances Christie; "Literacy: Confessions of a Heretic," by Robert Pattions; "Eaching English 1984," by John Dixon; "Language, Literature, and Values," by Louise Rosenblatt; "Language, Schooling, and Teacher Education," by Mary Maguire; "Hidden Impediments," by James Moffett; "English Teaching: Art and Science," by Garth Boomer; and "English Language, English Culture, English Teaching: Art and Science," by Garth Boomer; and "English Language, English Culture, English Teaching: A Retrospective on the IFTE Seminar," by Isan Pringie. Part 2, "Global Imperatives for Literacy-and Learning in English," contains the following reports: "Language, Politics, and Public Affairs," by John Dixon; "Language, Politics, and Public Affairs," by John Dixon; "Language, Politics, and Public Affairs," by Loydon Rathgem and Fred Johnson; "Language and the New Media," by David England; "Language, Literature, and Human Values," by Garth Boomer; and "Language and Multicultural Education," by Yetta Goodman. Appendixes contain a list of IFTE seminar participants, titles and authors of study group working papers, and a list of meetings of the International Steering Committee and IFTE, 1966-2002. (EL)

Connors, Robert J., Ed. And Others Essays on Classical Rhetoric and Modern Dis-Report No.—ISBN-0-8093-1134-8 Pub Date—84

Note—291p. Available from—Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 (\$11.95 pa-

P.O. Box 3997, Caroondaie, II. 62901 (\$11.95 paper).

Pub Type—Books (010) — Opinion Papers (120)

— Collected Works - General (020)

Document Not Available from EDRS.
Descriptors—Educational Trends, English Instruction, Epistemology, Higher Education, Persuasive Discourse, \*Rhetoric, \*Rhetorical Invention, \*Teaching Methods, \*Theory Fractice Relationship, Writing (Composition), \*Writing Instruction Identifiers—Classical Rhetoric, Plato, \*Rhetorical Theory

ship, Writing (Composition), "Writing Instruction Identifiers—Classical Rhetoric, Plato, "Rhetorical Theory
Noting the rediscovery by composition scholars of the tradition of classical rhetoric, this collection of essays explores the resurgence in the teaching of written discourse in college English departments. The 18 articles and their authors are as follows: (1) "The Revival of Rhetoric in America," by Robert Connors, Lisa Ede, and Andrea Lunsford; (2) "Plato Revisited: A Theory of Discourse for All Seasons," by James Golden; (3) "On Distinctions between Classical and Modern Rhetoric," by Anrea Lunsford and Lisa Ede; (4) "The Evolution of the Analytic Topoi: A Speculative Inquiry," by Frank D'Angelo; (3) "Translating Theory into Practice in Teaching Composition: A Historical View and a Contemporary View," by James Kinneavy; (6) "Rational Appeal and the Ethics of Advocacy," by George Yoos; (7) "Ethos and the Aims of Rhetoric," by Nan Johnson; (8) "The Continuing Relevance of Plato's 'Phaedrus'," by Donald Stewart; (9) "Issues in Rhetorical Invention," by James Raymond; (11) "An Adequate Epistemology for Composition: Classical and Modern Perspectives," by John Gage; (12) "Symmetrical Form and the Rhetoric of the Sentence," by Richard Graves; (13) "Figures of Speech in the Rhetoric of Science and Technology," by S. Michael Halloran and Annette Norris Bradford; (14) "Classical Rhetoric and the Basic Writer," by Lyan Quitman Troyks; (15) "Classifying Discourse: Limitations and Alternatives," by Richard Larson; (16) "Why Write? a Reconsideration," by Richard Young and Patricia Sullivan; (17) "The Ideal Orator and Literary Critic as Technical Communicators: an Emerging Revolution in English Departments," by Merrill Whitburn; and (18) "A Bibliography of Works by Edward P. J. Corbett," by Sara Garnes and Charles Zarobila. (HTH)

ED 263 598 CS 209 422

CS 209 42 Chilver, Peter Gould, Gerard Learning and Language in the Classroom: Discursive Talking and Writing across the Carriculum. Report No.—ISBN-0-08-031306-X Pub Date—82 Notes 145-2

Note—153p. Available from—Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 (\$8.90). Guides - Classroom - Teacher (052) -

Pub Type— Gr Books (010)

(Ss. 90).

Pub Type— Guides - Classroom - Teacher (052) —
Books (010)
Document Not Available from EDRS.
Descriptors—\*Classroom Communication, Cloze
Procedure, \*Content Area Writing, Creative
Writing, "Discussion Groups, Expository Writing, Group Discussion, Integrated Activities, Language Role, Language Usage, Learning Processes,
\*Learning Strategies, Learning Theories, Notetaking, Reading Instruction, Reading Skills, Student Reaction, \*Teacher Role, Teaching
Methoda, \*Writing Instruction, Writing Skills
Written by teachers for teachers, this book on
language in the classroom is concerned with the
various ways children are taught and the various
ways they learn in response to that teaching. Chapter I analyzes the prewriting discussion of a group
of 16 year olds to provide a model of language in
use, and suggests four factors affecting the quality of
the discussion. Chapter 2 uses this model as a basis
to suggest specific problems arising in discursive
work relating to these four factors. Using the same
model, chapters 3 and 4 examine the teacher's
role-both in group and in class discussion—to outline
the teacher's contribution to learning. Chapters 5
and 6 look at reading across the curriculum, first
considering small groups of children discussing a
prose passage and a cloze comprehension test, and
then outlining the teacher's role in the development
of children's reading. Chapter 7 explores the
teacher's role in helping children to make useful
notes, while chapters 8 and 9 examine the teacher's
role in the development of children's writing—first

story writing and then discursive writing-using examples from one pupil's work over five years. The conclusion draws together the different discursive activities of talking, reading, and writing in relation to the development of the child and the work of the teacher. References, a reading list, and a brief index of a pupil's activities are appended. (EL)

CS 209 423

ED 203 599 42 Horner, Winifred Bryan, Ed. The Present State of Scholarship in Historical and Contemporary Rhetoric. Report No.—ISBN-0-8262-0467-8 Pub Date—83

Note—230p.

Available from—University of Missouri Press, P.O.
Box 7088, Columbia, MO 65205-7088 (\$10.00,

paper). Pub Type— Information Analyses (070) — Books (010)

(010)
Decament Not Available from EDRS.
Descriptors—Classical Literature, Medieval Literature, Nineteenth Century Literature, Renaissance Literature, Researchers, \*Rhetorical Criticism, \*Scholarship, Twentieth Century Literature Literature Century Cent

Identifiers-\*Contemporary Rhetoric, \*Historical

Designed for the student of historical rhetoric who does not have a reading knowledge of Greek and Latin, this book is divided into 6 sections, each and Latin, this book is divided into 6 sections, each written by a specialist in the rhetoric of the different historical periods. Each section (1) provides an overview of the primary works, their authors, and the rhetorical issues of the period; (2) suggests needs for editions and translations, as well as directions for future scholarship; and (3) concludes with a bibliography. The contributors to this volume are Richard Leo Enos (the classical period); James J. Murphy (the Middle Ages); Don Paul Abbot (the Renaisance); Winifred Bryan Horner (the eighteenth century); Donald C. Stewart (the nineteenth century); and James L. Kinneavy (contemporary rhetoric). (EL)

ED 263 600 CS 209 424

Berlin, James A.
Writing Instruction in Nineteenth-Century Ame
can Colleges, Studies in Writing & Rhetoric
Conference on Coll. Composition and Comm tion, Urbana, III. Report No.—ISBN-0-8093-1166-6 Pub Date—84

Pub Date—84
Note—126p.; Foreword by Donald C. Stewart.
Available from—Southern Illinois University Press,
P.O Box 3697, Carbondale, IL 62901 (88.50).
Pub Type—Books (010) — Reports - Descriptive
(141) — Historical Materials (060)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College English, \*Educational History, \*Educational Theories, Higher Education,
\*Rhetoric, Rhetorical Criticism, Writing (Composition). \*Writine Instruction.

sition), \*Writing Instruction lentiflers—\*Nineteenth Century Rhetoric, \*Rhetorical Theories

Identifiers—"Nineteenth Century Rhetoric, "Rhetorical Theories

An examination of nineteenth century rhetoric is presented in this publication. The first chapter analyzes three rhetorical systems of the nineteenth century: classical, psychological-epistemological, and romantic. The second chapter discusses the demise of the classical tradition, while the third chapter, "The Triumph of Eighteenth-Century Rhetoric," focuses on the rhetorical theories of George Campbell, Hugh Blair, and Richard Whately, exploring their influences on nineteenth century pedagogy and social thought. Chapter four describes American imitators of Campbell and Blair, specifically Samuel P. Newman and Henry Day, and chapter five deals with Ralph Waldo Emerson and romantic rhetoric. Chapter six examines aspects of the scientific approach—the managerial scheme of invention, arrangement, and style—and its consequences. Chapter seven presents the rhetoric of Fred Newton Scott as a new direction for college writing instruction, and the final chapter considers three contemporary approaches to teaching writing. A twelve-page bibliography concludes the study.

ED 263 601

Literature Assignment of the Month. [Compiled from Columns in Four Issues of "Notes Plus."

September and November 1984 and January and September 1985.]

National Council of Teachers of English, Urbana,

Note-6p. Journal Cit-Notes Plus; v2 n1-3 Sep 1984-Jan

Note—6p.
Journal Cit—Notes Plus; v2 n1-3 Sep 1984-Jan 1985 v3 n1 Sep 1985
Pub Type— Guides - Classroom - Teacher (052) —
Journal Articles (080)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Class Activities, "Comparative Analysis, "English Instruction, Language Rhythm," Language Usage, "Learning Activities, "Literature Appreciation, Music, "Poetry, Secondary Education, Short Stories, Teaching Methods, Thematic Approach
The teaching activities presented in this paper focus on four literature assignments. The first explores the concept of love throughout two short stories, John Collier's "The Chaser" and Max Shulman's "Love Is a Fallacy." It contains a "true love opinionaire," a discussion of irony in the stories, and a follow-up evaluation. The second assignment deals with teaching the elegy through a comparison of W. H. Auden's "In Memory of W. B. Yeats" with Percy Bysshe Shelly's "Adonais" or John Milton's "Lycidas." Auden's poem provides a natural introduction to many aspects of modern poetry, to the elegy in its various forms, and to the nature of poetry and the poet's place in society. The third assignment delegy in its various forms, and to the nature of Poetry and the poet's place in society. The third assignment driects students to compare Simon and Garfunkel's song "Patterns" with Amy Lowell's poem "Patterns, and Simon and Garfunkel's song "I am a Rock" with John Donne's proce passage from "Meditation 1." It discusses comparing themes, reviewing poetry, and comparing forms. In the fourth assignment, the teacher plays a tape of the poem "The Hollow Men," by T.S. Eliot, asking students to imagine making a video of the poem and to gain confidence in themselves as readers. (EL)

ED 263 602 CS 209 429

Barker, Thomas T. Issues in Software Development in Composition.

Barker, Thomas T.

Issues in Software Development in Composition.
Pub Date—May 85

Note—I3p.; Paper presented at the Meeting of the
UCLA Conference on "Computers and Writing:
New Directions in Teaching and Research" (Los
Angeles, CA, May 4-5, 1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Frice - MP01/PC01 Plus Pestage.
Descriptors—\*Computer Assisted Instruction,
Educational Meeting, Higher Education, Instructional Materials, "Programing, Secondary Education, Teaching Methods, "Writing Instruction
Identifiers—\*English Teachers
Noting the increase in the number of teachers
developing computer software for composition instruction, this paper explores the issues that are
shaping the direction of computer assistance in writing instruction. The first half of the paper deals with
specific questions teachers must consider as they
design software. These are divided into categories
for (1) design, including the pedagogical theory underlying the software, the audience and focus of the
software, and professional standards; (2) development, including hiring good programers at competitive wages, management strategles, and testing and
quality assurance standards; and 3 distribution, including copyright, licensing, distribution methods,
and packaging. The second half of the paper exquality assurance standards; and (3) distribution, including copyright, licensing, distribution methods, and packaging. The second half of the paper explores the broader issues confronting teachers developing software for composition instruction. These include the environment or conditions under which the software will be used, the role that teachers will play in that environment, and the characteristics of software programing as it is likely to be practiced by English teachers. (HTH)

CS 209 430 ED 263 603 Ed 26 603 C. S. 209 430 Barker, Thomas T. The English Department Microlab: An Endangered Species? Pub Date—[85] Note—10p. Note—10p. Pub Type—information Analyses (070) — Opinion

Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— English Departments, Evaluation Methods, Higher Education, "Learning Laboratories, "Microcomputers, Research Tools, Technical Writing, "Word Processing, Writing, Improvement, Writing Instructior, Writing Laboratories, Writing Research Identifiers— English Microlab Registry, "Mi-

croasss
The English Microlab Registry (EMR) was first designed as a database, or research tool, for planners of English microlab in order to give them access to information about all aspects of microlab management. But EMR also provides descriptive data about what a microlab is and may well provide insight into whether those labs will survive. An analysis of the whether those labs will survive. An analysis of the data accumulated in the registry reveals that while most computer labs dedicated to writing instruction are in English departments, a number of them do exist outside English departments as learning assistance centers or writing centers. Furthermore, the majority of labs are housed at universities and appear to be used most frequently for word processing in technical writing courses or for increasing efficiency in first-year courses. If the microlabs that currently exist are to survive and if new ones are to be sound investments, two conditions will have to be met: (1) college administrators and their colleagues must be committed to supporting microlab administrators, and (2) programs must be written specifically for the microlab environment. (DF)

CS 209 431

Forseth, Roger
Converting Freshman English to Word Processing:
A Case History.
Pub Date—5 May 85

Pub Date—5 May 85
Note—21p; Paper presented at the Meeting of the UCLA Conference on "Computers and Writing: New Directions in Teaching and Research" (Los Angeles, CA, May 4-5, 1985).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"College English, English Instruction, Higher Education, Microcomputers, "Word Processing, Writing Improvement, "Writing Instruction, Writing Processes Identifiers—viring Processes struction, Writing Processes
Identifiers—\*Freshman Composition, University of

Wisconsin Superior

To improve the quality of instruction in composi-tion classes at the University of Wisconsin-Superior, a project incorporating the use of word processors was instituted. The project began in the summer session of 1984 with a regular section of beginning English. Although some students experienced difficauthy in learning to use the word processors, student evaluations were positive, and by the fall of 1986 all freshman composition classes will use word processors. Course syllabi have not been entirely revised, although the "theme-a-week convention" has been replaced by assignment of fewer papers with intensive revision and editing. Future developments will include hiring writing interns (advanced undergraduate English majors and other qualified students) for computer and tutorial training, instituting continuous enrollment in freshman English for those students who have failed to make the required "C", and exploring the possibility of having students purchase their own computers. It is hoped that the use of computers and writing interns in teaching composition courses will provide instructors with more itime for teaching literature and doing research, as well as improving students' writing skills. A brief bibliography concludes the report. (DF)

CS 209 434

Shugert, Diane P., Ed.
Writing for Real Audiences.
Connecticut Council of Teachers of English.

Connecticut Council of Teachers of Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59095-12, \$3.75 member, \$4.50 non-

Journal Cit-Connecticut English Journal; v14 n2 Spr 1983

Spr 1983
Pub Type— Guides - Classroom - Teacher (052) —
Collected Works - Serials (022)
EDRS Price - MF01/PC05 Pius Postage.
Descriptors—\*Audiences, Creative Writing, Expository Writing, Interdisciplinary Approach, Letters (Correspondence), \*Teaching Methods, Technical Writing, Writing (Composition), Writing for Publication, Writing Improvement, \*Writing Interdisciplinary Approach, Letters (Correspondence), \*Teaching Methods, Writing Skills
Identifiers—\*Audience Awareness
The focus of the articles in this journal issue is helping students write for real audiences. The docu-

The focus of the articles in this journal issue is helping students write for real audiences. The document contains the following articles: "Real Audiences: The Only Kind We Write For" (Margaret Queenan); "A Literary Magazine for Middle Grades" (Anthony R. Angelo and Marie-Jeanne

Laurent); "Rewarding Understanding and Warmth" (Peter M. Ashe); "Journalizing Journalism" (Carol J. Balvanz); "Biography Partners" (Dorothy Francis and Joan E. Shea); "Emit: A Class Project" (John Azrak); "Using Letter Writing in the Classroom" (Thomas Patrick Fitzgerald and Kathleen Witthoft Syrne); "Our Town" (J. P. Rhinesmith); "Student Publishing Opportunities" (Helen Clara Lee); "Interdisciplinary Writing in the Elementary School" (Katherine Jones Loheyde); "Teachers Are Real, Too" (Alan C. Purves); "Generating Excitement through Writing to a Favorite Author" (Anne B. Too" (Alan C. Purves); "Generating Excitement through Writing to a Favorite Author" (Anne B. Pfeiffer); "Increasing the Reality of Audiences in Classrooms" (Donald A. McAndrew); "Book Critics Apply Here!" (Barbara Leigh Laurain); "Letters Create Audience Awareness" (Michael J. Meler-Create Audience Awareness" (Michael J. Meleraki); "Peer Conferencing to Teach Audience" (Kathryn Chealey); "Writing a Corporate Style Manual" (Stephen T. Moskey and Mark N. O'Brien); "Lou Grant Died for Our Sins" (James W. Penha); "Writing for Professional Journals: Preservice Training" (Philip M. Anderson); "A Pragmatic Approach to Advanced Composition" (John M. Roderick); "From Martians to Ice Cream: Students' Journal Writing Ideas" (Barbara Leonard Warren); "Organizing and Publishing a High School Literary Magazine" (Leta W. Marks); "Editing Tips for Real Audience Writing" (Rajph L. Corrigan, Jr.); "I Read It in the Local Paper" (Mary Ann Link), "Writing for Peers" (Mary Hills Kuck); and "Audiences for Student Poetry" (Barbara Meyers). This issue also includes 21 paperback reviews. (EL)

CS 209 439 ED 263 606 Eldred, Janet M.
A Research Project for the Rhetoric/Composition

Pub Date-Oct 85

Note—10p.; Paper presented at the Annual Meeting of the Midwest Writing Centers Association Conference (St. Louis, MO, October 18-19, Reports - Descriptive (141) -

Pub Type— Reports - Descript Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Po EDINS Price - MPUI/POII Plus Postage.

Descriptors—Authors, College English, English Instruction, Higher Education, Literature Appreciation, \*Research Papers (Students), Rhetoric, \*Student Projects, Teaching Methods, \*Writing (Composition), \*Writing Instruction, Writing Processes, Writing Research

Because a review of the literature shows a relationship heteroge, and the property of the programme of the property of the programme of the programm

tionship between reading and writing, a project devised for teaching college composition classes consists of five assignments, culminating with a for-mal research paper. Students begin the project by doing research on an essayist chosen from a list provided by the teacher. In the first assignment, provided by the teacher. In the first assignment, students write a short process essay on how they found the general sources, list a bibliography of sources that a student might use, and compose a biobibliographical sketch of the author. The second assignment requires summaries of three essays on which students have decided to work and a statewhich students have decided to work and a state-ment of purpose. For the third assignment, a "di-recting theme," students use only the information obtained from the first assignment and from the primary source. The fourth assignment is a working bibliography of secondary sources, while the fifth assignment is a formal research paper. This five-as-aignment project has proven beneficial because stu-dents are working on similar projects, thus unifying the class while allowing for a wide variety of subject matter. (Examples of student writing are included.) (DF) (DE)

Sedgwick, Ellery
Using Expressive Writing to Teach the Reading of
Literature. CS 209 440

Using Expressive
Literature.
Pub Date—Nov 84
Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150) — Information

Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, \*English Instruction, Higher Education, \*Literary Criticism, \*Literature Appreciation, Reading Comprehension, \*Teaching Methods, \*Writing (Composition), Writing Processes, Writing Research Identifiers—Expressive Writing Research Traditional methods of studying literature have included making assignments, having class discussions.

sions of the texts, and then assigning students to write about them. However, based on the concept write about them. However, based on the concept that reading literature is a form of composing and that aspects of the process model for teaching writing can be applied to teaching literature, the inclusion of expressive/speculative writing could be method of allowing students to invent, develop, and method of allowing students to invent, develop, and revise their responses to literary texts in the process of reading. This would simply require strategic intervention on the part of the teacher during the students' reading, to provide feedback and encouragement. Among the benefits of such an approach are that it would give students practice in applying strategies for reading literature and allow teachers to identify causes of poor reading. Basic strategies for encouraging students to use expressive writing for encouraging students to use expressive writing include writing in response to a prepared or doctored text, writing in response to works read aloud in class, and writing in response to works read outside the classroom. Expressing their responses in writing will help students to become more effective in formulating their own interpretations as they read literature. (DF)

ED 263 608 CS 209 441

Duvall, Betty
Evaluation of Eleventh Grade Students' Writing
Supports Teaching Italic Handwriting.
Pub Date—[85]

Note-9p.

Note—yp.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cursive Writing, Grade 11, Handwriting, High Schools, \*Manuscript Writing (Handlettering), \*Teaching Methods, \*Writing Research

Research Identifiers—\*Italic Writing The handwriting of 756 eleventh grade students was evaluated to determine whether their handwritwas evaluated to determine whether their handwriting styles would be characteristic of the manuscript or cursive styles they had been taught. Subjects had been taught Zaner-Bloser manuscript in primary grades with a transition to cursive in third grade. Analysis of handwriting samples revealed a wide variation in handwriting styles. The samples were grouped into the following categories: cursive, straight cursive, italic cursive, roundy cursive, manuscript, italic print, backhand, and block print. The results indicated that although these students had been taught manuscript and cursive, none of the students wrote manuscript and only approximately students wrote manuscript and only approximately 13% wrote cursive characteristic of Zaner-Bloser style cursive. Although no students had received instruction in italic, 47% of the students wrote italic cursive or italic print and nearly 2 1/2 times as many students wrote italic cursive as wrote the commercial cursive style they had been taught. The re-sults support the ideas of teaching both italic print instead of manuscript and italic cursive instead of commercial cursive. (Evaluation criteria and sam-ples for each of the handwriting styles are included.)

ED 263 609 CS 209 444

Gaziano, Cecilie
"Mezatrends" and Knowledge Gaps: Future Pre-

dictions. Pub Date-18 Nov 83

Pub Date—18 Nov 83
Note—17p.; Paper presented at the Meeting of the Midwest Association for Public Opinion Research (Chicago, IL, November 18, 1983). Based upon a portion of the authors Ph.D. dissertation, University of Minnesota.
Pub Type— Specches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Economic Opportunities, Employment Opportunities, \*Futures (of Society), \*Information Dissemination, \*Knowledge Level, Mass Media, \*Social Influences, Social Mobility, Social Strattification, \*Sociocultural Patterns, \*Socioeconomic Status The distribution of knowledge in society tends to

The distribution of knowledge in society tends to parallel the distribution of other social and economic resources. Currently four major socioeconomic trends point not only to widened knowledge nomic trends point not only to widened knowledge gaps in the future but also to greater divisions between higher and lower socioeconomic status (SES) groups. First, a long-term trend toward a more educated population appears to be reversing, as evidence suggests a decline in the availability and quality of education opportunities. Second, changes in occupational structure, urban ecology, and the structure of the national economy have made it more difficult for lower SES groups to qualify for many information and industrial jobs. Third, families in higher SES groups are much more likely to increase their socioeconomic resources than are families in lower SES groups as women continue to enter the labor force. And fourth, the acquisition and use of the new computer-based mass media are most likely to occur among higher SES groups, creating an unequal distribution of information-seeking resources. These socioeconomic trends raise many exestions: in the scene of continue trends raise many resources. I hese socioeconomic trends raise many questions in the areas of equity; meeting the needs of a large, relatively immobile, poorly educated and low-akilled population; increasing socioeconomic disparities; and mismatches between distributions of blue-collar jobs and residences of blue-collar workers. (HOD)

CS 209 445

Gaziano, Cecilie McGrath, Kristin Media Publics and Media Trust. Pub Date—22 Nov 85

Pub Date—22 Nov 85 Note—30p.; This project was conducted by MORI Research, Inc., Minnespolis, MN. Paper pres-ented at the Annual Conference of the Midwest Association for Public Opinion Research (11th, Chicago, IL, November 22, 1985).

Chicago, IL, November 22, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, Attitude Measures, Attitudes,
\*Credibility, Demography, \*Information Sources,
Knowledge Level, Media Research, \*News Media, \*Newspapers, \*Public Opinion, \*Television,
User Satisfaction (Information)

Identifiers-\*Media Use

To gain a perspective on the kinds of people who find newspapers and television to be high or low in credibility, a two-phase study combined demographic and other characteristics, media behavior, and attitudes toward the media. The first phase inand attitudes toward the media. The first phase in-volved a series of focused group discussions, while the second was a national, representative sampling of adults aged 18 and older living in the United States. The quantitative phase of the project had two parts. First, telephone interviews, lasting 20 minutes on the average, were completed with adults. Then, on the average, were completed with adults. Then, during the second part, respondents were asked to complete a questionnaire mailed to them at home. Findings identified two groups of people as being especially critical of newspapers. One was a segment of the population with relatively higher education and income than other people surveyed, greater knowledge of news coverage, and greater propensity to act when angered by media content. They were disportionately Republican and conservative. The second group was a segment of the population with relatively low education and income, less knowledge of media, and less likelihood of taking action when provoked by media content. This group was eage or means, and less likelinood of taking action when provoked by media content. This group was particularly likely to be confused by newspaper poli-cies on separation of fact and opinion and to have serious problems with media credibility. Detailed data analysis is provided in six appended tables. (HOD)

CS 209 446 Reed, W. Michael Vandett, Nancy M.
Initiation Versus Intensification: The Effect of
Topic-Type on the Writing Performance of Basic

Pub Date-Feb 85

ote—20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985)

1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—College Freshmen, Higher Education, \*Prior Learning, Student Needs, \*Syntax,
Teaching Methods, Writing Improvement, \*Writing
Instruction, \*Writing Research, \*Writing
Skills

Learning \*\*Papers \*\*Place Syntaxis\*\* Company for

Skills
Identifiers—\*Basic Writing, Syntactic Complexity,
\*Writing Topics
A re-analysis of data from a previous study was
undertaken to determine if student essays catagorized as dealing with group-phenomenon events differed in quality and syntactic complexity from
essays categorized as dealing with individually experienced events. The essays of 44 college freshmen
in basic writing classes were catagorized as dealing
either with incidents experienced by several students (intensification) or with an incident experienced only by the individual student (initiation).
Raters scored the essays for topic-type, quality, and Raters scored the essays for topic-type, quality, and syntactic complexity. Results revealed that the students produced 10 intensification and 33 initiation

essays, with the intensification essays receiving sig-nificantly lower quality scores than the initiation essays. The intensification papers, however, con-tained more words per clause than the initiation papers. The findings suggest that the intensification topic-type resulted in "syntactic confusion" rather than syntactic maturity. (Excepts from both types of essays are included in the paper.) (FL)

ED 263 612

Reutzel, D. Ray Merrill, Jimmie D.

Writing with Basals: A Sentence Combining Approach to Comprehension.

Pub Date—May 85

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Basal Reading, Elementary Education, Instructional Materials, \*Reading Materials, \*Sentence Combining, Sentence Structure, \*Teaching Methods, \*Writing Exercises, Writing Instruction

Treaching Methods, "Writing Exercises, Writing Instruction
Sentence combining techniques can be used with basal readers to help students develop writing skills. The first technique is addition, characterized by using the connecting word "and" to join two or more base sentences together. The second technique is called "embedding," and is characterized by putting parts of two or more base sentences together without the use of "and." The third technique is "coordination," which joins two equally important base sentences together using one of four grammatical elements: coordinating conjunctions, a semicolon with a conjunctive adverb, or a correlative conjunction. The final technique, "subordination," involves combining two or more base sentences to emphasize a dependence of one upon the other, by using a subordinating conjunction, relative connectors, or prepositions. There are five signaling devices that can be used to direct students' attention to key points in the text where sentence combining can occur scrows, umbrella signals, marcombining can occur: arrows, umbrella signals, mar-gin signals, footnote signals, and boxes. (Examples of the four techniques are included in the paper, and the appendixes contain lists of coordinating and correlative conjunctions, as well as conjunctive adverbs, and examples of basal story excerpts using the signaling devices and the sentence combining techniques.) (HTH)

ED 263 613 CS 209 451 Calkins, Lucy McCormick
The Art of Teaching Writing.
Report No.—ISBN-0-435-08246-9
Pub Date—86

Note-347p.

Available from-Heinemann Educational Books
Inc., 70 Court St., Portsmouth, NH 03801 (\$16,00).

Pub Type— Books (010) — Guides - Classroom -Teacher (052)

Teacher (052)
Document Not Available from EDRS.
Document Not Available from EDRS.
Document Not Available from EDRS.
Descriptors—Child Development, Classroom Environment, \*Content Area Writing, \*Creative Writing, Developmental Stages, Elementary Education, Fiction, \*Language Acquisition, Poctry, \*Research Papers (Students), Teacher Role, Writing Isvaluation, \*Writing Instruction, \*Writing Processes, Writing Skills
Based on knowledge gleaned from eight years of research on children's writing development, this book focuses on the teaching of writing to children in the elementary school. The first section of the book deals with the essentials in teaching writing, and the establishment of a classroom that nurtures

and the establishment of a classroom that nurtures and supports growth in writing. The second section and supports growth in writing. The second section examines how children change as writers, ranging from early forays into writing in kindergarten and first grade, to the problems and successes of writing in adolescence. The third section focuses on writing conferences, including those that examine content, balance content with form, and ask process and balance content with form, and ask process and evaluation questions. The fourth section examines the input of the teacher in developing lessons and improving the quality of student writing, while the fifth section discusses reading-writing connections. The sixth and final section discusses the use of learning logs in content area writing, and the writing of research papers, poetry, and fiction. Lists of works cited and recommended readings are included. (HOD) cluded. (HOD)

ED 263 614

CS 209 452

Calkins, Lucy McCormick Lessons from a Child: On the Teaching and Learn-ing of Writing. Report No.—ISBN-0-435-08206-X Pub Date—83

Pub Date—65 Note—184p. Available from—Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 (\$11.00). - Books (010) - Reports - Research

Pub Type (143)

(143)
Document Not Available from EDRS.
Descriptors—Case Studies, Developmental Stages,
Elementary Education, Revision (Written Composition), Teacher Attitudes, Teacher Student Relationship, \*Teaching Methods, Writing Improvement, \*Writing Processes, \*Writing Re-

search
Identifiers Writing Attitudes, \*Writing Work-

shops
Drawn from a larger study involving 16 children
and 7 classrooms at a New Hampshire elementary
school, this book presents a case study of one child's
growth in writing during third and fourth grade. The
first section of the book describes the inception of
the writing workshop in one classroom, including
the partnership between the researcher implementing the workshop and the classroom teacher, the use
of teacher editing at the end of the writing process
rather than sooner, and the teacher's role as she
took over a child-centered workshop in an otherwise traditional classroom curriculum. The second wise traditional classroom curriculum. The second section of the book focuses on the writing development of one student, including the child's gradual grasp of the revision process, her development of the writer's "executive" or reader's function, and the writer's "executive" or reader's function, and her mastery of writing and revision strategies. The third section of the book deals with the writing classroom as a context for growth, specifically how a different classroom teacher approached the workshop model with an emphasis on peer interaction during the writing process, how the child's writing reflected her changing concept of what good writing was, and how reading and writing can be integrated to the the children's writing development (CITM). to further children's writing development. (HTH)

CS 209 456 ED 20 042 White, Edward M. Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. The Jossey-Bass Higher

Report No.--ISBN-0-87589-641-3

Pub Date\_85

Note-304p. Available from—Jossey-Bass Publishers, 433 California St., Suite 1000, San Francisco, CA 94104-2091 (\$19.95). Type— Books (010) — Information Analyses

(070)

(074)
Document Not Available from EDRS.
Descriptors—Assignments, \*Holistic Evaluation,
Program Evaluation, Revision (Written Composition), Teaching Methods, Writing (Composition),
"Writing Evaluation, Writing Improvement,
"Writing Instruction, \*Writing Research, Writing

Skills
Reflecting the general concern about student writing performance, this book is designed to present recent advances in the theory and practice of assessing writing ability to all teachers of writing, as well as writing examiners and administrators. The book explores (1) reconsidering the links between teaching and assessing writing, (2) the development and uses of holistic scoring, (3) measuring writing ability by using proficiency tests, (4) selecting appropriate writing tests, (5) how theories of reading affect responses to student writing, (6) designing effectives writing tests, (3) how theories of reading affect responses to student writing, (6) designing effective writing assignments, (7) evaluating and scoring writing assignments, (8) organizing and managing holistic essay readings, (9) understanding and using recent writing research, (10) evaluating writing programs and projects, (11) avoiding pitfalls in the testing of writing, (12) continuing issues in teaching and assessing writing, and (13) helping students improve their writing by using some practical approaches for the classroom. (EL)

ED 263 616 CS 209 457 White, Dorothy
Books before Five.
Report No.—ISBN-0-435-08215-9
Pub Date—84
Note—196p.; Originally published in 1954.
Available from—Heinemann Educational Books
Inc., 70 Court St., Portsmouth, NH 03801

(\$10.00). Pub Type— Opinion Papers (120) — Books (010) Document Not Available from EDRS.
Descriptors—"Child Development, "Cognitive Development, "Comprehension, Developmental Stages, "Early Experience, Family Influence, Parent Influence, Parent Participation," Parent Role, Prereading Experience, "Reading Aloud to Others, Young Children
An account by a mother—who was also a chil-

ers, Young Children
An account by a mother-who was also a children's librarian-of how she explored her young daughter's responses to books, this book describes the effect of books upon the development of children in their early years. Beginning shortly after the child's second birthday, the book relates the mother's and daughter's views about the picture books they shared. The chapters correspond to six month periods of the child's life up to the age of five. The book shows the child's gradual understanding of the meaning of drawings and pictorial symbols, growth in comprehending the meaning of words, development of memory, and emerging distinction between reality and fiction. The book also contains material about a child's joy in sounds and words and in rhymes and rhythms, and perception of literary in rhymes and rhythms, and perception of literary form both in verse and in prose. A list of the books is included. (EL)

CS 209 458 ED 263 617 McPherson, Elisabeth
Spelling, Revisited.
National Council of Teachers of English, Urbana,

Pub Date-Jan 84 Note—4p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on So-

of the NCTE/SLATE Steering Committee on So-cial and Political Concerns.

Pub Type— Collected Works - Serials (022) —
Opinion Papers (120)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Diachronic Linguistics, Elementary
Secondary Education, Guidelines, Reading Ability, "Skill Development, "Spelling, "Spelling Instruction, "Teacher Role, Writing Apprehension,
"Writing Improvement.
One of a series dealing with current issues affecting language arts instruction, this paper focuses on

One of a series cosing with current sues airccirage language arts instruction, this paper focuses on spelling. The paper begins with the observation that when people complain that students cannot write, too often they mean that when the students do write, they misspell a few words. After noting that write, they misspell a few words. After noting that spelling improvement comes from using words in context, the paper explains that much of the confusion in the English spelling system can be accounted for in the history of the English language. Taking the classroom into consideration, the paper emphasizes that the most important thing about spelling is that it is something writers use. It also cautions that worrying about correct spelling may prevent writers from producing anything worthwhile. The paper concludes with suggested guidelines for spelling improvement. (HOD)

ED 263 618 CS 209 459

Clark, Wilma Writing to Learn in All Subjects. National Council of Teachers of English, Urbana,

Pub Date—Apr 84
Note—5p.; SLATE (Support for the Learning and
Teaching of English) Starter Sheet, a publication
of the NCTE/SLATE Steering Committee on So-

Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.

Pub Type— Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—\*Content Area Writing. \*Critical Thinking. Educational Trends, Guidelines, Higher Education, Program Development, Secondary Education, "Teaching Methods, Writing Evaluation, "Writing Improvement. \*Writing Instruction, Wwriting Processes, Writing Skills One of a series dealing with current issues affecting language arts instruction, this paper focuses on writing across the curriculum. The paper begins by observing that schools and colleges across the courty are developing school-wide writing programs, the purposes of which are to improve writing, to enhance learning of content, and to develop thinking skills. Each of these purposes is then discussed. This is followed by a list of strategies for building a district-wide program of writing in all subjects developed by the American Association of School Administrators in a 1982 critical issues report. The paper concludes by offering five suggestions to paper concludes by offering five suggestions to

teachers wishing to incorporate writing into the study of various subjects: (1) begin by listing the main components of content, as well as the kinds of thinking, the students should learn; (2) design the writing assignment so that it will help students learn and understand clearly what they are expected to do; (3) consider how to help students at various tases of the writing recess (4) in responding to co; (3) consider how to help students at various stages of the writing process; (4) in responding to writing, develop methods that encourage students and yet communicate clearly to them about strengths and weaknesses in the writing; and (5) develop efficient methods for handling the paper load. (HOD)

CS 209 460

Barton, Thomas L. Textbook Selection.

National Council of Teachers of English, Urbana,

III.
Pub Date—Dec 79
Note—Jp.; SLATE (Support for the Learning and
Teaching of English) Newsletter, a publication of
the NCTE/SLATE Steering Committee on Social and Political Concerns. ournal Cit—SLATE; v5 n1 Dec 1979

Pub Type— Collected Works - Serials (022) — Opinion Papers (120) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Censorship, Elementary Secondary Education, \*Evaluation Criteria, Guidelines, \*Textbook Evaluation, \*Textbook Selection, \*Textbook Standards

One of a series dealing with current issues affecting language arts instruction, this paper brings into focus some of the issues surrounding textbooks in the schools so that informed decisions can be made regarding textbook selection and use. The major portion of the paper explores professional opinions regarding textbooks, noting the following: (1) criteria for textbook purchases should be dependent on selection and adoption procedures as well as on the place of textbooks in the instructional program; (2) place of textbooks in the instructional program; (2) recognition of the need for local professional decisions has grown so that even states publishing an "approved text list" have broadened the numbers and kinds of people involved in constructing the list and typically include several titles from which achools may select the required text; (3) national, regional, state, and local professional organizations regularly offer sources of help to local governing boards, administrators, and teachers; and (4) the need for careful selection procedures is emphasized by the controversies that can develop around textneed for caretin selection procedures is emphasized by the controversies that can develop around text-book content. The remainder of the paper lists guidelines for the selection and adoption of text-books, and resources helpful to those selecting texts. (HOD)

ED 263 620 CS 209 461 Chall, Jeanne S.

Readability: Conceptions and Misconceptions. National Council of Teachers of English, Urbana,

Pub Date—Aug 81 Note—4p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on So-

of the NCTE/SLATE Steering Committee on Social and Political Concerns.

Pub Type—Collected Works - Serials (022) —
Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Analysis, Difficulty Level,
Educational Trends, Elementary Secondary Education, "Evaluation Criteris, Measurement Techniques, "Readability, "Readability Formulas,
"Reading Comprehension, Reading Materials,
"Textbook Evaluation
One of a series dealing with current issues affecting language arts instruction, this paper focuses on
the conceptions and misconceptions of readability.
The paper begins by noting that over the years, researchers in readability have had two major goals: to
determine what makes written materials easy or difficult to read and comprehend, and to effect an optidetermine what makes written materials easy or difficult to read and comprehend, and to effect an optimal match between readers and texts. This is followed by a discussion of some of the factors, such as sentence length and vocabulary, that make texts easy or hard to read and understand. The various applications of readability formulas are then examined, with some discussion given to the misconceptions of their use. The paper concludes by noting that scores from readability formulas are no more substitutes for judgment than are scores from reading tests: in both cases, interpretation on the basis of particular conditions is required. (HOD) ED 263 621

CS 209 462

Odell, Lee Evaluating Writing, National Council of Teachers of English, Urbana,

Pub Date—Peo 17
Note—3p.; SLATE (Support for the Learning and Teaching of English) Newsletter, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.

and Political Concerns.

Journal Cit.—SLATE steering Committee on Social and Political Concerns.

Journal Cit.—SLATE; v4 n1 Feb 1979

Pub Type— Collected Works - Serials (022) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

\*Evaluation Triteria, \*Evaluation Methods,

\*Evaluation Utilization, Guidelines, \*Outcomes of Education, Teacher Role, \*Writing Evaluation, Writing Instruction

One of a series dealing with current issues affecting language arts instruction, this paper focuses on writing evaluations. The paper begins by noting that any practical discussion of the evaluation of writing must address the question of how to obtain reliable, informative judgments about students writing. The paper then discusses the purposes for evaluating riting: to find out what students need to do in order to become better writers, to make predictions order to become better writers, to make predictions about students' chances of doing well in subsequent writing courses, and to find out how well students writing courses, and to find out how well students are doing currently. This is followed by a discussion of what teachers expect of student writers, and what kinds of skills they want the students to develop. The paper concludes with a list of six basic requirements for an evaluation of writing: (1) provide students with writing tasks; (2) ask readers to make judgments about the quality of students' writing; (3) demonstrate that these judgments are reliable; (4) examine more than one piece of writing; (5) remember that the schools' primary obligation is to improve student writing, not merely to evaluate it; and (6) descein a good represent for teaching writing. (6) develop a good program for teaching writing. (HOD)

CS 209 463

Tutile, Frederick B., Jr.
Providing for the Intellectually Gifted.
National Council of Teachers of English, Urbana, TH

Note—3p.; SLATE (Support for the Learning and Teaching of English) Newsletter, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.

Journal Cit—SLATE; v4 n5 Oct 1979

Journal Cit—SLATE, v4 n5 Oct 1979
Pub Type— Collected Works - Serials (022) —
Opinion Papers (120)
EDRS Price - MP0L/PC01 Plus Postage.
Descriptors— Ability Identification, "Academically Gifted, "Curriculum Development, Definitions, "Educational Needs, Elementary Secondary Education, Evaluation Criteria, "Gifted, Individualized Instruction, Student Evaluation, Student Needs, "Talent Identification
Control Control (Service Medical Papers) invested Medical Programme (Page 1979).

uation, Student Needs, "Talent Identification One of a series dealing with current issues affecting language arts instruction, this paper focuses on providing for the intellectually gifted. It begins by observing that procedures identifying the gifted as those with "A" averages may actually ignore the gifted individual who has an extremely high IQ but only a "C" average. This is followed by a discussion of the various characteristics of gifted and talented individuals (curious divergent; critical of salf and of the various characteristics of grited and talented individuals (curious, divergent, critical of self and others, persistent in pursuit of goals, sensitive to injustices, and perceptive of unusual relationships), noting that few of these characteristics are fostered in classrooms or tested by standardized instru-ments. The paper concludes with windelines, supin classrooms or tested by standardized instru-ments. The paper concludes with guidelines, sum-marized as strategies for action, that schools and teachers can follow as they design and implement programs related to the education of the gifted. (HOD)

ED 263 623 CS 209 464

Suhor, Charles Thinking Skills. National Council of Teachers of English, Urbana, m.

Pub Date-Mar 84 Note—Mai 64
Note—Mai 76
Note—Ap.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on So-

cial and Political Concerns.

Pub Type— Collected Works - Serials (022)

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, \*Cognitive Development, \*Cognitive Processes, \*Critical Thinking, Curriculum Development, Educational Philosophy, Elementary Secondary Education, English Curriculum, Evaluation Criteria, \*Inferences, \*Learning Activities, \*Logical Thinking, Theory Practice Relationship.

Theory Fractice Relationamp

One of a series dealing with current issues affecting language arts instruction, this paper focuses on thinking skills. The paper begins by raising two issues: whether thinking skills should be taught as part sues: whether thinking skills should be taught as part of each subject area, as a separate skill, or both, and whether English and language arts teachers have a special role in the teaching of thinking skills. Next, the paper summarizes some professional viewpoints regarding thinking skills, noting that each argues persuasively for a particular approach and makes claims for the feasibility of classroom applications. The paper concludes with eight questions, gleaned from the ideas of theorists and researchers, that might be applied to almost any classroom material or activity and the answers to which serve as guidelines for teaching thinking skills: (1) What thinking skills underlie this material/activity? (2) Is the material/activity more than a "brain teaser"? (3) Is the content of this material/activity within the range of the students? (4) Is sufficient preparation given for content of this material/activity within the range of the students? (4) Is sufficient preparation given for performing the essential intellectual tasks embed-ded in this material/activity? (5) Does the material-activity allow for verbal elaboration about points in question? (6) If writing is required in this material-lactivity, is provision made for prewriting discus-sion? (7) Does the material/activity help make the students aware of the fact that they are exercising particular thinking skills? and (8) Is the teacher's role in the material/activity consistent with the de-velopment of students' thinking skills. (HOD)

ED 263 624 CS 209 465 Warnock, John Holt, Sue Gifted and Talented Education. National Council of Teachers of English, Urbana,

Pub Date—May 85
Note—Ap.; SLATE (Support for the Learning and
Teaching of English) Starter Sheet, a publication
of the NCTE/SLATE Steering Committee on So-

cial and Political Concerns.

of the NCTE/SLATE Steering Committee on Social and Political Concerns.

Pub Type—Collected Works - Serials (022) —
Opinion Papera (120)

EDRS Price - MF01/PO31 Plus Pustage.

Descriptors—\*Ability Identification, \*Academically Giffed, \*Curriculum Development, Definitions, \*Educational Needs, Elementary Secondary Education, Evaluation Criteria, \*Gifted, Individualized Instruction, \*Student Evaluation, Student Needs, Talent Identification One of a series dealing with current issues affecting language arts instruction, this paper focuses on teaching gifted and talented students. The paper begins by identifying two kinds of students who present problems not adequately distinguished in school programs or in the professional literature: students thought to suffer because they are not challenged in the right way with the right kind of thing. This is followed by a brief description of the pioneering work begun by L. M. Terman in 1921 on the characteristics of gifted children and the long-term consequences of giftedness. The criteria used to identify the two kinds of gifted students are then discussed as well as the need to concentrate on specific curricular measures. The paper concludes with eight strategies of action—four for identifying the gifted and talented student and four addressing curricular concerns. (HOD)

ED 263 625 CS 209 468

ED 263 6.25 CS 209 468
Autrey, Ken, Comp.
Word Processing and Writing Instruction. An
Annotated Bibliography. Occasional Series of
Bibliographies on Composition and Rhetoric.
South Carolina Univ., Columbia. Dept. of English. Pub Date—85

Note-21p. Pub Type - Reference Materials - Bibliographies

(131)

(131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Case Studies, \*Computer Assisted Instruction, Computer Software, Elementary Secondary Education, English Instruction, Higher Education, Teaching Methods, \*Word Processing, \*Writing Instruction, Writing Research Noting that teachers in all disciplines and at all

educational levels will likely make some use of com-puters in their courses, this annotated bibliography provides a guide for English teachers wishing to learn how computers (particularly word processing capabilities) can be of use in the teaching of writing. Following an introduction on word processing and writing instruction, the citations are grouped under the following categories: (1) introductions and sur-veys, (2) research and case study reports, (3) teach-ing suggestions, (4) reports on software, (5) books, and (6) journals. (HTH)

ED 263 626 CS 209 472 Mead, Nancy A. Rubin, Donald L. Assessing Listening and Speaking Skills. ERIC

Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbans, Ill.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—85

Contract—400-83-0025

Pub Date—85
Contract—400-83-0025
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Piss Postage.
Descriptors—\*Communication Skills, Elementary
Secondary Education, Listening Comprehension
Tests, \*Listening Skills, Nonverbal Communication, Speech Skills, Student Evaluation, Test Construction, \*Testing, Test Reliability, Test Selection
Identifiers—ERIC Digests
Intended for administrators and policymakers as
well as teschers, this digest explores methods of listening and speaking skills assessment. The digest
first provides a rationale for teaching and assessing listening and speaking skills. It then examines definitions of oral communication and listening, noting
(1) the trend toward defining oral communication by setting, by purpose, or in terms of basic competencies; and (2) an expanded definition of listening that includes critical and nonverbal listening skills. Next, the digest discusses how speaking skills are assessed, explaining observational and structured approaches and their respective rating systems, and touching on the effects of rater reliability. The digest also discusses how listening skills are assessed, expanding on the three important elements in all lisetouching on the effects of rater reliability. The digest also discusses how listening skills are assessed, expanding on the three important elements in all listening tests: the listening stimuli, the questions used, and the test environment. Finally, the digest explores how assessment instruments should be selected or designed, noting that selection depends upon the purpose for the assessment, and providing guidelines for various purposes. (HTH)

ED 263 627 Wagner, Betty Jane Integrating the Language Arts. ERIC Digest. ERIC Clearinghouse on Reading and Communica-tion Skills, Urbana, III. Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—85 Contract—400-83-0025

Contract—400-83-0025
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—\*Classroom Environment, \*Curriculum Development, Elementary Education, \*Integrated Curriculum, \*Language Acquisition, \*Language Arts, Language Research, \*Teaching Methods

Methods
Identifiers—ERIC Digests
Intended for administrators and policymakers as well as teachers, this digest provides a rationale for an integrated language arts curriculum. The digest first defines integrating the language arts curriculum as providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences. It then explores some of the research supporting integrated language arts instruction first ences. It then explores some of the research supporting integrated language arts instruction: first language acquisition research, emergent literacy studies, and classroom based research. Finally, the digest explores how the language arts can be inte-grated, suggesting that teachers focus on something other than language and provide an environment rich with resources for making language connec-tions. (HTM)

ED 263 628 CS 505 068 The Role of Emotion in Memory for Television Commercials.

Spons Agency—American Broadcasting Co., New York, N.Y.

Spons Agency—American Broadcasting Co., New York, N.Y.

Pub Date—May 85

Note—30p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papera (150)

EDRS Price - MF01/PC02 Plus Poetage.

Descriptors—\*Advertising. Cognitive Processes, Communication Research, Emotional Experience, \*Emotional Response, \*Memory, \*Models, Recall (Psychology), Recognition (Psychology), \*Television Commercials\*

Identifiers—\*Emotions

A study applied an associative coding model to discern how emotions experienced during television commercials affect the strength and content of viewer memory for the commercials. Subjects, 25 males and 49 females enrolled at a large midwestern university, tested the model. Emotion was indexed by having viewers continuously turn a dial as they university, tested the model. Emotion was indexed by having viewers continuously turn a dial as they watched four categories of emotional messages: neutral, positive, negative, and poignant. Memory was indexed by the probability of recall and the content of the recall protocols. Following recall, subjects indicated how much they liked the commercials. Results showed that emotional commercials were more likely to be recalled and generated more retrieval of executional information, descriptive words, and inferences than neutral commercials. Emotional commercials were also liked better. cials. Emotional commercials were also liked better. Only in repetitions of product category and in generating product characteristics did neutral commerciais out-perform emotional ones. Results suggest that a model of episodic memory detailed enough to include emotional events will yield a better picture of how people process television messages. Adver-tising messages can thus be more accurately de-signed to meet goals formulated in a marketing plan.

ED 263 629 CS 505 071 Stewart, Robert A. And Others
Locus of Control as a Mediator of College Students' Reactions to Teacher Compliance Attempts.
Pub Date—May 85

needs Reactions to Teacher Companance Artempts.

Pub Date—May 85

Note—25p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/POII Plus Postage.

Descriptors—\*Behavioral Science Research, \*Behavior Change, \*Behavior Modification, Classroom Communication, Classroom Techniques, Cognitive Restructuring, College Students, Higher Education, \*Locus of Control, \*Student Behavior, \*Teacher Behavior Identifiers—\*Behavior Alteration Techniques

A study was conducted to determine the effects of student locus of control on perceptions of and resistance to teacher influence attempts. Subjects, 302 college students, were provided with 22 sets of Behavior Alteration Messages and were instructed to rate on a 1-5 scale "how frequently your teacher uses statements of each type to get you to change your behavior in the classroom." Higher scores indicated greater frequency. To measure likelihood of resistance, students were asked to rate on the same scale how likely they would be to resist statements of each type if their teachers were to use them to change students' behavior in the classroom. Analyses of results suggests that locus of control is a significant predictor of students' selective perceptions of teacher Behavior Alteration Technique (BAT) for 14 of the 22 BATs analyzed. Externally oriented students, those who rely on outside forces to govern their behaviors, more often interpret teachers as students, those who rely on outside forces to govern students, those who rely on outside forces to govern their behaviors, more often interpret teachers as more powerful people than do internally oriented students. Further research is needed to answer ques-tions that arose as a result of this study. (DF)

ED 263 630 Griffin, Robert J.
Media Use and Energy: A Panel Study of Educa-tion, Knowledge, and Conservation Behavior.
Pub Date—May 85

Pub Date—May 85

Note—34p; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF0I/PC02 Plus Postage.
Descriptors—\*Consumer Education, \*Educational

Attainment, \*Energy Conservation, Information Seeking, Information Sources, \*Knowledge Level, \*Mass Media Effects, \*Media Research, Public Opinion
Identifiers—\*Media Use, Public Service Advertis-

ing
A study was conducted to determine (1) the effect
of educational level on knowledge gain about energy
conservation, and (2) whether media use is associated with differential gain in knowledge across educational levels. Telephone surveys were completed
by 333 single-family homeowners in a northern
state, many of whom were retired and living on
fixed incomes. One year later, 227 of the original
sample were reinterviewed. Public affairs energy
knowledge, total energy conservation behaviors,
media exposure and use energy information seekknowledge, total energy conservation benaviors, media exposure and use, energy information seek-ing, conservation attitudes, and educational level were all measured. The results indicated that the more highly educated residents in the community appeared to have gained information about the en-ergy situation and its tradeoffs at a faster rate than ergy situation and its tradeoffs at a faster rate than the less educated. Neither public affairs energy knowledge nor practical energy knowledge directly affected energy conservation behavior, although it appears that at least practical energy knowledge indirectly facilitated actions to save energy in the home, such as lowering thermostats. None of the media usually relied upon by government agencies, utilities, interest groups, and others to convey energy information to the public appeared to be related to the holding of this practical knowledge. (Tables of data are included.) (HTH)

CS 505 084

ED 263 631 CS 505 08 Grants, James E A Structural Reconceptualization of the Organizational Communication Audit, with Application to a State Department of Education.

Pub Date—May 85

Note—\$2p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, H, May 23-27, 1985). Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC04 Plus Postage.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitude Measures, Communication
Problems, \*Communication Research, \*Em-Problems, "Communication Research, "Employee Attitudes, Employer Employee Relationahip," Job Satisfaction, "Organizational Climate, "Organizational Communication, "Organizational Communication (Groups) Identifiers—"Communication Audits
The standard organizational communication audit measures employees' perceptions of and satisfaction with communication in an organization. It does not,

however, examine the structural characteristic an organization, such as centralization or stratifica-tion-characteristics that can disclose whether a toton-characteristics that can disclose whether a to-tal communication system is appropriate for the organization it serves. A reconceptualized audit containing structural variables was administered to all employees of a state department of education as the first step in a communication improvement the first step in a communication improvement project. The audit surveyed employees' communication both inside the department and with other organizations and publics, relating communication to perceptions of organizational structure, job satisfaction, and satisfaction with the organization's communication system. Results, almost identical for both central office and field employees, showed that the department seemed to be too rigidly structured. Employees perceived it as having highly centralized decision making processes and little autonomy for those outside top management. They also perceived the department as highly stratified, placing barriers between ranks and making interaction difficult between superiors and subordinates in different units. In general, the findings provided different units. In general, the findings provided support for the inclusion of structural variables in an organizational communication audit, and suggested that the correlation between communication satisfaction and job satisfaction frequently found by re-searchers is largely spurious. Numerous tables are included. (FL)

ED 263 632 CS 505 087
Katz. Albert M. And Others
The Use of Paper and Pencil Testing in a Statewide
Placement Testing Program.
Pub Date—8 Nov 85
Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association
(71st, Denver, CO, November 7-10, 1985).
Pub Type—Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage. Descriptor—Higher Education, "Interpersonal Communication, "Placement, "Public Speaking, "Speech Communication, Speech Curriculum, "Testing, Testing Problems, "Testing Programs Identifiers—"Paper and Pencil Tests, University of

Wisconsin
The first stage of a three-stage speech placement
test that can be used by individual campuses of the
University of Wisconsin is discussed in this paper.
The following applications of this speech theory test
are described first: to exempt students from the basic communication course, to place students in an
appropriate communication course, or to demonstrate competency. The paper, then focuses on administration of the two 42-item placement tests for
making making and interpressonal communication. public speaking and interpersonal communication, and on joint administration of these tests. The paper and on joint administration of these tests. The paper also points out that, although four different methods of taking the test have been developed, it is necessary to work individually with faculty on each campus to develop a set of guidelines for interpreting test scores; that it will be imperative to continually update and secure the tests; and that the use of this test provides the University of Wisconsin system with a consistent and accurate gauge of student readiness for learning in the area of communication.

ED 263 633 CS 505 093

Vandehaar, Debb
Technological Effects on Interpersonal Communication: A Classroom Activity,
Pub Date—15 Jun 85

Pub Date—15 Jun 85
Note—16p.; Paper presented at the Annual Meeting of the Iowa Communication Association (Cedar Rapids, IA, September 13-14, 1985).
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDRS Price - MF01/PC91 Plus Postage.

Descriptors—Behavior Change, Communication Research, Computers, Higher Education, \*Inter-personal Communication, Models, \*Nonverbal Communication, Simulation, \*Technological Ad-vancement, Telecommunications, \*Telecon-

ferencing Identifiers

Identifiers—"Communication Behavior
Noting that few scholars have examined specifically how technology is affecting basic communication processes, students in interpersonal, small
group, and advanced presentational forms classes
studied the systems model of interpersonal commustudied the systems model of interpersonal communication. The systems model described by P. Emmert and W.C. Donaghy includes the following components: environment, shared field of experience, input-processing-output subsystems, verbal and nonverbal messages and feedback, and interference. Students then communicated with each other via a simulated computer conference and teleconference and analyzed how the model's components were affected by these technologies, Generally, the ference and analyzed how the model's components were affected by these technologies. Generally, the students thought the technologies destroyed the components of the systems model and thus would cause less effective communication. The major components that were affected by both computer conferencing and teleconferencing were the nonverbal messages and feedback. With the absence of all nonverbal cues in both simulations, students missed the emotional aspect, attitudinal message, role negotiation, and turn taking of face-to-face interaction. However, the negative responses failed to consider that such changes do not automatically adversely affect communication effectiveness. Rather than assuming that change in these implicit components damages effective communication, communicators can consciously recognize and thus promote control of these components, thereby increasing communication effectiveness with these technologies. (HTH)

CS 505 094 Courtney, Riche

Courtney, Richard
Rehearsing for Life: Teaching Drama Teachers.
Pub Date—4 Aug 85
Note—26p.; Address presented at the Meeting of
the Children's Theatre Association of America (Toronto, Ontario, Canada, August 4-7, 1985).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers

(120)

(120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Acting, Curriculum Development,
\*Drama, Dramatics, Higher Education, Interpersonal Competence, \*Teacher Education,
\*Teacher Education Curriculum, Theater Arts
Although the situations in which and for which
drama teachers are trained vary widely, six princi-

ples can be applied to virtually all drama education programs. First, drama teacher education must be based upon the contexts in which the students will be teaching. Second, drama teacher education should be based upon the interpersonal skills both of the life process and of the drama process. Third drama teachers in training must clearly understand and work with the kinds of knowledge that occur within dramatic action (the tacit) and the kinds that occur in discourse about dramatic action (the explicit). Fourth, the education of drama teachers should include training in the contemporary use of reason. Fifth, the education of drama teachers must focus on the practical knowledge they will require as focus on the practical knowledge they will require as teachers. Finally, teacher training in drama should respect the individual teacher's practical knowledge. In addition, drama education programs must be re-evaluated to include such features as more time and careful sequencing. Perhaps most impor-tantly, a drama teacher must be a good teacher first. CS 505 098

Christenson, Peter G.
Children's Perceptions of Moral Themes in Television Drama. Pub Date-May 85

Note—Jop.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HJ, May 23-27, 1985). Pub Type—Reports - Research (143) — Speeches/-

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage. Descriptors— \*Child Development, Childhood At-titudes, Children, \*Cognitive Development, Cog-nitive Processes, Elementary Education, Grade 1, Grade 3, Grade 4, Grade 6, Kindergarten, \*Moral

Grade 3, Grade 4, Grade 6, Kindergarten, "Moral Values, Programing (Broadcast), Television, "Television Viewing, "Value Judgment
To determine children's perceptions of underlying morals or messages in television drama, a study was conducted in which four early prime time situation comedies were selected for viewing by 15 children per program in kindergarten/first grade, 15 children per program in third/fourth grade, and 8 children per program at the sixth grade level. The children were removed from classrooms in groups of three or were removed from classrooms in groups of three or four and shown one of the four programs. After four and shown one of the four programs. After viewing the program, the children were taken to another room and interviewed. Almost none of the kindergartners and first graders was able to see a lesson that unified the content of the program, but almost 40% of the sixth graders could correctly identify a lesson. These results suggest that children's ability to identify a moral or lesson may depend on their comprehension of not and require a pend on their comprehension of plot and require a higher level of cognitive development. (DF)

ED 263 636

CS 505 101

Smith, John Kares

Teaching Advance Public Speaking: A Challenge or a Cassally of the "Back-to-Basics" Movement.

Pub Date—10 Nov 85

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advanced Courses, "College Curriculum, "Course Content, "Educational Needs, Higher Education, Public Speaking, Rhetoric, "Speech Communication, "Speech Curriculum, Speech Instruction, Student Research While there is a need for basic oral competence, speech communication programs should provide more sophisticated training in public eloquence. Such an advanced course should first be genre-centered instead of interaction centered. Instead of emphasizing the audience-speaker interaction, the course should center on the creation, analysis, and evaluation of rhetorical genres, such as the epideitic oration, the "apologia," the forensic disputation, the television spot, or the heckling debate. Second, the advanced course should include a critical as opposed to a behavioral focus, emphasizing the development of sensitivities to critical dimensions of discourse: the possibilities of rhetorical invention, enthymematic arguments, ethical and pathetic proofs, the use of the topol, rhetorical disposition, discourse: the possibilities of rhetorical invention, enthymematic arguments, ethical and pathetic proofs, the use of the topoi, rhetorical disposition, fantasy themes, and rhetorical myths imbedded in public address. Third, an advanced course should be research oriented. Research projects should include systematically observing communication in natural environments, with students reporting on the structural context they observed, the communicative

participants, the research question being tested by the observation, the method used to collect the dats, the observation itself, and the conclusions. (HTH)

CS 505 108

Serving as National Parliamentarian: Out of the Classroom and into the Convention Hall.

Pub Date—Nov 85

Note—118. P.

Classroom and into the Convention Hall.
Pub Date—Nov 85
Note—11p; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Conferences, Consultants, Meetings, \*Parliamentary Procedures, \*Professional Associations, \*Professional Personnel, \*Professional Services, Speech Communication Identifiers—\*Parliamentarians
The responsibilities of serving as a certified, national parliamentarian are both time-consuming and rewarding, and include three areas: national conventions, board meetings, and being "on call." Careful organization of all pertinent documents and preparation are essential to success for the convenion parliamentarian, who also serves as support for the organization's president. Sitting in on organizational board meetings mainly involves ensuring that the board follows proper procedures, while being "on call" involves preparing materials for meetings, giving advice, and solving unexpected problems. All three areas provide challenges, as does establishing a fee structure. However, although it requires a great deal of time and energy, this second profession can prove to be a lucrative and interesting addition to the speech professional. (DF)

ED 263 638

CS 505 113

ED 263 638 CS 505 113

ED 263 638

CS 505 113

McDowell, Earl E.

Faculty Members' Perceptions of Information Adequacy and Communication Relationships in Their "Work" Pub Date—8 Nov 85

Note—30p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MP01/PC02 Plus Pestage.

Descriptors—"College Faculty, "Communication Research, Department Heads, Higher Education, Information Needs, "Information Sources, Job Satisfaction," Organizational Communication, School Surveys, Sex Differences, "Teacher Administrator Relationship," Teacher Attitudes
A study was conducted to explore college faculty members' perceptions of current and desirable information from their department chairs or heads and their relationships with chairs, coworkers, and top administrators. Respondents, 131 faculty members at a midwestern university, completed two instruments—the Receiver Information Scale and the Communication Results indicated that faculty members received limited information about technical changes, mistakes and failures of their departments, teaching evaluations, and job-related problems. Overall, female faculty members indicated that they receive less information from department chairs than did male faculty members, and they rated their relationships with chairs, colleagues, and top administrators lower than did male faculty members. (Tables of data are included.) (HTH)

ED 263 639

CS 505 114

ED 263 639

Moadowcroft. Jeanne M. Revrex, Byron
Children's Attention to Television: The Influence
of Story Schema Development on Allocation of
Montal Effort and Memory.
Pub Date—Nov 85
Note—37p.; Paper presented at the Annual Meeting of the Speech Communication Association
(71st, Denver, CO, November 7-10, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Attention Span, Cognitive Development, "Cognitive Processes, Comparative Analysis, Comprehension, Elementary Education,
Elementary School Students, "Memory, Programing (Broadcast), Reaction Time, "Schemata
(Cognition), "Television Research, "Television
Viewing

Identifiers—\*Story Schema, Story Structure
The influence of story schema development on children's attention to television and memory of program content was examined in a study that involved two separate testing sessions. The expectation was that maximum effort would be given to program elements most central to comprehension of a television story and that this allocation strategy would be most evident for children who understood the structure of stories and could use this knowledge to guide allocation of attention effort. In the first testing session, children (5 to 8 years old) watched two stories on television and their schema skills were assessed after viewing each story. In the second session, children watched a television story (primary task) and depressed a button in response to periodic tones (secondary task). Reaction time to the secondary task was the measure of attention to the primary task. The development of story schema was found to be related to reduced processing effort, increased memory of central story content, increased memory of central story content, increased efficiency, and greater flexibility of capacity allocation was a function of both perceived task difficulty and the type of mental operations children performed while watching television stories. (Author/HOD)

ED 263 640 CS 505 117

poech in the Core: The Basic Course in General Education at the Small College. ub Date—9 Nov 85

Note—17p.; Paper presented at the Annual Meet-ing of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985). Pub Type—Speeches/Meeting Papers (150)—Re-ports - Research (143)—Information Analyses (070)

Puo Type—Specenes/Meeting Papers (130) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Education, \*College Curriculum, Communication Research, \*Core Curriculum, Educational Objectives, \*General Education, Higher Education, \*Required Courses, \*Speech Communication, Speech Curriculum, Speech Skills, Verbal Communication Identifiers—Butler University IN

This paper begins with a literature review of the objectives of general education, giving special consideration to the possible role of communications skills. Because of current discussion and disagreement about what the basic general education requirements of a university should include, a survey was administered in 1981-82 to full-time faculty members at Butler University in Indiana to determine whether a basic speech class should be included in the general education requirements. The survey instrument consisted of 32 objectives for general education that faculty members were asked to rate on a scale from 5 (most important) to 1 (least important). From a full-time faculty of approximately 150, 107 responses were received. Although writing was ranked as first in importance by faculties in the colleges of Liberal Arts and Sciences, Business Administration, and Fine Arts and second in importance by those in the colleges of Education and Pharmacy, the latter two colleges ranked speaking ahead of writing. The faculty then took action to require public speaking, as well as composition, of all first-year undergraduates. The ability to express one's self-verbally may become increasingly important in order to succeed in a competitive society. (DF)

ED 263 641
Roberts, Charles V.
A User's Response to the Use of Listening Assess—
Instruments. CS 505 120

Pub Date—Nov 85
Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Elementary Secondary Education, \*Listening Comprehension Tests, \*Listening Skills, Research Problems, Student Evaluation, \*Test Construction, \*Test Theory, Test Use, Test Validity
Noting that the attention of the speech communication discipline to listening akills does not mirror the apparent importance of such skills, this paper examines five listening assessment tests—focusing on the strengths, weaknesses, procedural problems, and conceptualizations of each—that potential users

should be aware of before selecting any one of the instruments. The major portion of the paper discusses individually the five instruments: (1) the Learning Skills Inventory, (2) the Communication Competency Assessment Instrument, (3) the Brown-Carlsen Listening Comprehension Test, (4) the Watson-Barker Listening Test, and (5) the Kentucky Comprehensive Listening Test. The remainder of the paper presents conclusions drawn from the previous discussions, specifically that one instrument cannot win acceptance without its underlying conceptual definition being agreed to by the majority of users, and that perhaps no one instrument will be found to be acceptable for all situations. This section also acknowledges many of the short-comings of existing listening research, and the need for longitudinal investigations that would document effective methods for teaching listening. (HTH)

CS 505 121

ED 263 642 CS 505 121
Rozema, Hazel J.
Increasing Class Size in the Basic Course through
a Laboratory Approach.
Pub Date—Nov 85
Note—8p.; Paper presented at the Annual Meeting
of the Speech Communication Association (71st,
Denver, CO, November 7-10, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Basic Skills, Class Organization,
"Class Size, "Course Content, Course Descriptions, Higher Education, Interpersonal Communication, "Learning Laboratories, Mastery
Learning, Public Speaking, "Speech Communication, "Speech Instruction, "Teaching Methods
A laboratory approach to instruction is employed
in the basic speech communication course at a
southern university. Approximately one-third of the
semester is spent on public speaking and performance assignments, while the remainder of the
course focuses on interpersonal communication.
During the oral performance part of the course, half
of the students are frequently excused from class
attendance to complete laboratory assignments
while the instructor works with the remaining 25
students. The lab was instituted during a period of
rapid growth when there were insufficient funds to
add several faculty positions to cover the demand
for the basic speech course. The laboratory approach allows the department to handle twice as
many students with the same number of instructors
and sections. The study center coordinator is hired
at a lecturer's salary, and the rest of the study center many students with the same number of instructors and sections. The study center coordinator is hired at a lecturer's salary, and the rest of the study center staff consists of undergraduates on work-study salaries. Students purchase a course syllabus that describes 16 self-instructional units on topics such as theories and models, self-disclosure, listening, and nonverbal communication. Students use a variety of media in completing these units, including computers, after which they demonstrate their mastery of one of five objective test forms. When the laboratory work is completed, the coordinator provides the instructor with a record of the students' lab work, which is added to their grades. Among the advantages of the system are the flexibility it provides students by being open during the day and the evening, and the individualized instruction of the mastery system. (HTH)

ED 263 643

CS 505 123

Schmidt, Wallace V. Dorsey, Mary Elizabeth

Office Design: The Spatial Dimension of Organizational Communication and Reflector of Communication Climate.

Pub Date—Apr 86

Note—23p. Paper presented at the Annual Meeting of the Southern Speech Communication Association (Houston, TX, April 3-7, 1986).

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MP01/PO1 Plas Postage.

Descriptors—Puilding Design, \*Design Preferences, Employer Employee Relationship, \*Furniture Arrangement, Interpersonal Communication, \*Office Management, \*Office; Facilities), Organizational Communication, Organizational Communication, Organizational Communication, Work Environment

In addition to serving as executive enclosures, of-fices illustrate organizational goals and reflect the communication climate of the organization. Tradi-tional office designs accentuate personal territory, in which communication is largely controlled by the

occupant of the office, and space often becomes a symbol of status. One of the first major breaks from traditional office arrangement was an open office plan called office landscaping. Furniture and equip-ment were arranged in clusters in staggered patterns on a flet surface, and manager were taken out of on a flat surface, and managers were taken out of their private offices and placed on the floor among subordinates. Another office design is the multiple subordinates. Another office design is the multiple activity setting, in which employees move to different activity settings as tasks change. The emphasis is on sharing the equipment and making more effective use of the office workforce. A third design concept is the total office support system that relies on electronic mail system, note processing facility, and other means of communication. While office designs are still the prerogative of management, organizations are increasingly turning to "space" committees to coordinate the office design project. What is emerging is not an approach but rather a number of approaches to office design dependent upon particular organizational objectives. (HOD)

ED 263 644

Kim. Hak Soo Suh. Chung Woo
Cimemunicating and Understanding of the Korean
National Assembly's Legislative Activities.
Pub Date—May 85 CS 505 124

Note-23p.; Paper presented at the Annual Meeting of the International Communication Associa-tion (35th, Honolulu, HI, May 23-27, 1985). Funding provided by a grant from the Korean Legislative Studies Institute.

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer),

\*Communication Research, \*Communication
Skills, Cultural Context, Foreign Countries, \*In-Skins, Cutural Context, Foreign Countries, \*In-formation Dissemination, Interpersonal Commu-nication, \*Legislators, Mass Media, Mass Media Effects, News Reporting, \*Reliability Identifiers—\*Korea, \*Political Communication A study was undertaken (1) to examine the theo-retical relationship between communicating and un-

retical relationship between communicating and un-derstanding. (2) to test this relationship in the Korean National Assembly's communicative con-text, and (3) to evaluate how well the assembly's activities were communicated to the public. Twenty respondents from each of three groups surveyed-re-porters, assemblymen, and the public-were asked questions about five bills that had been considered by the assembly in one session and extensively re-ported on in Korea's two largest newspapers. Re-spondents were also asked to state their orientation toward the bills, to estimate the other two groups orientations, and to answer questions about infor-mation sources. Results provided evidence of the theoretical relationship between communicating and understanding and communicating and accuand understanding and communicating and accuracy. Both understanding and accuracy were found to be greater between assemblymen and reporters than between either of these groups and the public. In response to questions about how they got information about others' orientations, assemblymen and reporters revealed that they relied more on face-to-face communicating than on media, while members of the public relied heavily on the media. Overall, the results show how poorly assemblymen and reporters communicate with the public about assembly activities. (FL)

CS 505 127

Hellweg, Susan A. And Others Emerging Organizational Electronic Communica-tion Technologies: A Selected Review of the Literature.
Pub Date—Nov 85

Pub Date—Nov 85

Note—47p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Flus Postage.

Descriptors—\*Communication Research, Information Dissemination, \*Information Networks, Literature Reviews. \*O'granizational\*

crature Reviews, "Organizational Communication, Research Needs, Research Utilization, Social Influences, Telecommunications, "Telecomferencing, "Word Processing A selective review of research dealing with emerging organizational electronic communication technologies from the communication research

and organizational electronic communication tech-nologies from the communication, management, and organizational psychology literature was di-vided into four categories: word processing, elec-tronic mail, computer conferencing, and teleconferencing (audio/video). The analysis was

directed specifically at the communicative implica-tions of these technologies. It was found that re-search on word processing focused not only on the communicative strategies, but also on the political implications of word processing implementation and usage. It was also found that the most common and usage. It was also found that the most common use of electronic mail was as a substitute for the telephone. Research on computer conferencing revealed that an emotional dimension was possible through this form of communication and that it widened the range of communication options. The studies on teleconferencing examined its strengths and weaknesses and reported various experiences with its use. From this analysis it is concluded that future research should examine (1) the specific contingency utilization framework of each electronic technology based on its limitations and communicative nology based on its limitations and communicative outcomes, (2) the integration of white-collar workoutcomes, (2) he integration of wine-conin work-ers into communicative processes formerly associ-ated with blue-collar workers, (3) the redefinition of communicative roles within the organization, and (4) the decision making processes and influence processes as functions of these technologies. Twelve pages of references are appended. (HOD)

ED 263 646 Krendl, Kathy A.

Media Influence on Learning: Examining the Role

of Preconceptions. Pub Date—Nov 85

Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

ports - Research (143) EDRS Price - MF01/PC02 Plus Postage. EDRS Price - MP01/PC02 Plas Postage.

Descriptors—Age Differences, Cognitive Processes, Computers, Developmental Stages, Elementary Secondary Education, Individual Differences, \*Learning Processes, Mass Media, \*Mass Media Effects, Media Research, \*Media Selection, \*Metacognition, Reading Interests, Sex Differences, Television, Writing (Composition) To determine the influence of media on learning, a study explored students, preferences, precision,

a study explored students' preferences, perceived difficulty, and learning in relation to a variety of activities. A randomly selected panel of 611 students, grades three through ten, was drawn from the nine schools (six elementary, two junior high, and one senior high) that make up an entire public school system in Tennessee. Students completed a self-administered questionnaire and then chose between two electronic media activities (watching television or using a computer) and two print-riented activities (writing or reading). Data were then examined in group level analyses, individual analyses, and demographic analyses. Among the findings were the following: (1) males preferred electronic media activities and considered them to be more educational than did females; (2) females selected writing and reading more often then did males; (3) writing and reading more often then did males; (3) students in lower grades preferred using a computer, considering it less difficult than did older students; and (4) watching television and reading were considered to be significantly more difficult by younger students than by older students. Perhaps most imstudents than by older students. Perhaps most important, students appear to perceive their preferred activities as being easiest, and the easier the activities are perceived to be, the more students believe they learn from them. Further research is needed to support these findings. (Disgrams and tables of findings are in. luded.) (DF)

CS 505 130 ED 263 647 Littlefield, Robert S.

The Use of the Undergraduate Student in Tourna-ment Management: Some Ethical Consider-

Pub Date-Nov 85

Pub Date—Nov 85
Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Competition, Higher Education, \*Management Development, Persuasive Discourse, \*Speech Communication, Speech Curiculum, Speech Instruction, \*Undergraduate Students

Identifiers-\*Individual Events (Forensics), Speech

To determine the extent of the involvement of undergraduates in speech tournament management, a survey was sent to 230 Directors of Forensics at schools with a Pi Kappa Delta affiliation. Most of

the 102 respondents indicated that they use unde the 102 respondents indicated that they use undergraduates when running a speech tournament but that concerns about utilizing undergraduates do exist. Major areas of concern are scheduling, tablation, ballot distribution/checking, and judging-because students may lack the experience and the maturity to exercise ethical judgment. However, since it is almost impossible to run a tournament using only faculty members, steps must be taken to improve the quality of undergraduates involved. A curriculum should be established to educate undergraduates regarding tournament volved. A curriculum should be established to edu-cate undergradustes regarding tournament management. Also, opportunities should be pro-vided at the high school and college level to give students practical experience in tournament man-agement. If these steps are taken, the overall quality of future forensics coaches will be improved. Fur-thermore, more tournaments may exist if the coach does not have to run the tournament alone. (Tables of findings are included). (DE) of findings are included.) (DF)

ED 263 648 CS 505 131 Mason, Gail A National Survey of Internabins in Speech Com-

Pub Date-Oct 85 -31p.

Note—31p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Research, Higher

Education, \*Internship Programs, Practicum Su-Education, \*Internship Programs, Practicum Su-pervision, \*Program Content, Program Descrip-tions, School Business Relationship, School Surveys, \*Speech Communication, \*Speech Cur-riculum, Speech Instruction, Student Evaluation, Teacher Student Relationship A survey was completed by 197 college and uni-versity speech communication departments con-cerning their speech internship programs. Survey-items asked about institution size, number of ma-incar/misors in the descriptors.

jors/minors in the department, existence of an in-tern program, general standards, credit hour issues, tern program, general standards, credit hour issues, placement, intern responsibility, and faculty role. The results yielded by the survey included the fol-lowing: (1) most internships take place in large schools with an ample number of majors and mi-nors; (2) most programs placed 1 to 10 interns per year; (3) the internship was not a required course for most speech curricula, and the interns were seldom paid for their work in the various agencies; (4) placepaid for their work in the various agencies; (4) place-ments were usually in the campus stown, although, not necessarily on campus, and most internships occurred during the academic year; (5) there was little agreement concerning the number of hours little agreement concerning the number of hours interns should work per week to earn credit, with just over half agreeing that the student should put in 10 hours of work for 1 to 3 hours of credit; (6) interns generally received between 1 and 6 hours of academic credit; (7) a faculty member designated as coordinator usually supervised the program; (8) students were usually evaluated by both the on-site supervisor and the intern coordinator; (9) most confinators required the interns to document the ordinators required the interns to document the ordinators required the interns to document their work experiences and write a final report or give some particular presentation; and (10) there was a relationship between institution size and type of placement. The survey instrument containing a breakdown of responses is appended. (HTH)

CS 505 134 Gillespie, Patti P.
Theatre as Political Statement.
Pub Date—31 Mar 85 Pub Date—31 Mar 85
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PCb1 Plus Postage.
Descriptors—Audiences, "Dramatics,
"High Schools, Influences, Political Attitudes
Identifiers—"International Thespian Society
To determine what the plays that high school theater groups produce teach audiences about politics, a study was conducted in which surveys of members of the International Thespian Society were examined and a list of the twenty plays most offen pro-

ined and a list of the twenty plays most often produced since World War II was compiled. Analysis duced since World War II was compiled. Analysis of the most popular plays reveals that they portray a world populated primarily by white, middle-aged, middle class Americans. American drama is the only drama represented. Only plays from the past are popular, and only successful Broadway plays or adaptations of popular novels or films are represented. Therefore, students, the audiences for these plays, might well conclude that the part of the world that truly matters is a Christian, white, middle-class, small-town world where free enterprise, self-fulfilliment, and patriarchy are the accepted principles. Worst of all, students might feel that drama is trivial, with no connection to their own lives. Directors of high school productions must begin to select plays that not only provide entertainment but also stimu-late students' interest and cause them to examine their lives and the world around them. (DF)

CS 505 135

Friedrich, Gustav W. Renewing the Commi Pub Date—Nov 85 nitment to Scholarship.

Pub Date—Nov 85
Note—9p.; Paper presented at the Annual Meeting
of the Speech Communication Association (71st,
Denver, CO, November 7-10, 1985).
Pub Type—Opinion Papers (120) — Guides Non-Classroom (055) — Speeches/Meeting Pa-

Non-Classroom (055) — Speeches/Meeting Pa-pers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Faculty, Communication Research, \*Department Heads, Departments, Ed-ucational Cooperation, Educational Improve-ment, Faculty Development, Higher Education, \*Professional Development, \*Scholarship, \*Speech Communication, Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Im-

provement
The speech communication department chair's
most important function involves creating a healthy
departmental climate for professional growth and
development. While the department chair must be
able to recognize and accept the fact that some faculty members cannot or will not improve their performance, there are still four principles he or she can
observe in an effort to renew faculty commitment to
scholarship. First, set realistic expectations of scholarship, or rather, define scholarship broadly enough
so that all contributions to knowledge—including
those that describe educational strategies and techso that ail contributions to knowledge-including those that describe educational strategies and techniques-are encouraged. Second, make the initiative a departmental one. The goals of an effort to renew commitment to scholarship must be seen as set by the faculty members since their participation and acceptance are a necessary foundation for effective implementation. To this end, a departmental committee on research, appointed by the chair, can not only aid in setting and clarifying departmental goals, but also provide faculty leadership in locating and organizing resources for the achievement of those goals. Third, think big, but start where the chances for success are high. Initial efforts might focus on a small group of motivated volunteers, with changes kept to a minimum to avoid resistance. changes kept to a minimum to avoid resistance.
Fourth, provide options and be flexible. No single approach is suitable for all faculty members and the identification of a variety of approaches enables for approach is suitable for all faculty members and the identification of a variety of approaches enables faculty members to choose the ones best suited to their style and needs. Approaches might include participation on a research team, exchanges and sabbaticals, and participation in local, regional, or national conference (LTTL). conferences. (HTH)

CS 505 146

ED 263 651

Priedley, Sheryl A. Manchester, Bruce B.

Male/Female Levels of Participation in Regional and National Individual Events Tournaments.

Pub Date—Nov 85

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication Research, Comparative Analysis, \*Competition, \*Debate, \*Females, \*Males, Persussive Discourse, \*Sex Differences Identifiers—Debate Tourn.ments, \*Individual Events (Forensics)

A study was conducted to (1) describe the male/-

A study was conducted to (1) describe the male/female participation and success in regional and national forensic individual events tournament competition, and (2) identify areas of gender-based nequity from these data. Letters requesting 1984-85 tournament results were sent to 44 individual events tournament directors, of which 20 were sufficient for accurate tabulation. Participants' sex and male/female distribution ratios for both prelimary and elimination rounds of competition were determined. Of the 5,325 participants from 20 regional individual events tournaments competing in 10 national events, 52% were male and 48% were female. Of the participants advancing to the final rounds in the 10 national events, 55% were male and 45% were female. The results indicated that while the forensic community perceives original speaking A study was conducted to (1) describe the male/the forensic community perceives original speaking events and limited preparation events as reflecting

a slight male dominance, there is in fact a slight male dominance in the former but a distinct male dominance in the latter at both regional and national levels. The results also indicated a slight male dominance in participation and success that ranges from "moderate (55% male, 45% female) in final rounds at regional tournaments to "overwhelming" (63% male, 37% female) in final rounds of national competition. (HTH)

## EA

**EA 018 012** ED 263 652

Purkey, Stewart C. Degen, Susan
Beyond Effective Schools to Good Schools: Some

First Steps.
Oregon Univ., Eugene. Center for Educational Pol-Oregon Univ., Bugene. Center for Educational Pol-icy and Management. Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—85

Pub Late-9p.

Available from—Publication Sales, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403

(S.35).

Journal Cit.—R&D Perspectives; Spr 1985

Pub Type— Opinion Papers (120) — Guides 
Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Change Strategies, "Educational Improvement, Elementary Secondary Education,

"Institutional Characteristics, "Institutional Environment, School Effectiveness, Teacher Adminis

trator Relationship
Research indicates that the characteristics of schools can affect student performance. School im-provement reforms depend on the involvement of individual teachers and administrators, but research also suggests that individuals are more likely to commit themselves to change when a positive, supcommit themselves to change when a positive, sup-portive change environment pervades the entire or-ganization. The good school can be characterized as one that follows processes identified as conducive to school improvement. In addition to exhibiting the school improvement. In aduron to exhibiting the high standardized test scores typical of effective schools, good schools exhibit high student perfor-mance in behavioral, vocational, and cognitive ar-eas, and serve all students equitably. Quickly implemented characteristics typical of good schools include school sits researches the state of advances. implemented characteristics typical or good schools include school site management, strong leadership, staff stability, curricular articulation and organization, schoolwide staff development, parental and community involvement, schoolwide recognition of the principal of the principal or the principal of the principal or the pri community involvement, schoolwide recognition of academic success, maximization of learning time, and district support of change. More slowly implemented characteristics include collaborative planning and collegial relationships, a sense of community, the sharing of goals and high expectations, and order and discipline. First steps in a change program should involve communicating fully with the staff, placing staff representatives in leadership roles, reviewing the school climate, and developing a workable change program based on clear goals. (PGD)

EA 018 018

Ediger, Marlow Administration and the Language Arts Curriculum (A Collection of Essays).

Note—85p.
Pub Type— Opinion Papers (120) — Collected
Works - General (020) — Guides - Non-Classroom (055)

words "Ceretal (22)" Guide as Non-Class room (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Curriculum Development, "Educational Objectives, Educational Philosophy, "Educational Principles, Educational Phythology, Elementary Secondary Education, English Curriculum, Grouping (Instructional Purposes), "Language Arts, Open Plan Schools, Teacher Certification, Teacher Education

Eleven essays concerning the teaching of the language arts, ranging in length from 3 to 16 pages, are collected in this document. "Oral Communication and the Learner" considers students' needs as learners and effective methods for teaching oral communication. "The Teacher and the Psychology of Learning" draws on behaviorism, humanism, and the structure of knowledge for guidance in curriculum-building. Learning psychology, textbook use, and progress assessment are the focuses of "The

Handwriting Curriculum." "Developing the Reading Curriculum" reviews objectives, learning activities, and appraisal methods. The objectives of writing programs are related to the teaching methods used in "Issues in the Writing Curriculum." "Organizing the Language Arts Curriculum" explores the continuum from the separate subjects curriculum to the integrated curriculum and considers pupil grouping. Principles underlying various theories of learning are identified in "Theories of Learning and the Language Arts." "Objectives and Learning Activities in the Language Arts" lists numerous possible language arts objectives and describes language arts centers in open space education. The Writing Curriculum: Creative Versus Practical" considers the purposes of writing proeducation. "The Writing Curriculum: Creative Versus Practical" considers the purposes of writing programs. "Evaluation of Teachers" reviews factors affecting teacher certification and teacher education. "Reading and the Philosophical Arena" examines the impact that educational philosophies on reading have on curriculum decisions. (PGD)

ED 263 654 EA 018 026 Mez. Carol Smith
Using Political Theory to Improve Local Decision
Making.
Pub Date—30 Mar 85

Pub Date—30 Mar 85
Note—27p.; AERA.85
Note—27p.; AERA.85
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Administrator Attitudes, \*Administrator Education, Elections, Elementary Secondary Education, E-Politics of Education, School Attitudes, Social Theories, Superintendents
Identifiers—\*Dissatisfaction Theory, Washington
Seven school superintendents in the state of
Washington with varying levels of exposure to Iannacone and Lutz's dissatisfaction theory of democracy as well as varying degrees of experience with racy as well as varying degrees of experience with electoral conflict in their careers were interviewed to determine the level of their understanding of the theory, their acceptance of it, their ability to apply it, and their desire for more information on conflict levels in their districts. The executive directors of the state school boards association and the school administration association were also interviewed. The researchers concluded that practitioners in the field of school administration have not received much information concerning dissatisfaction the ory, though they are receptive to the theory when it is described in the context of electoral data with it is described in the context of electoral data with which they are familiar. Graduate studies offer the best format for educating superintendents concerning the theory, and the most effective method for presentation is to provide multiple sessions during which superintendents can obtain guidance in applying the theory to their own situations. This paper discusses the various responses of the superinten-dents and state educational leaders interviewed, suggests conclusions that can be drawn, and recommends policies for encouraging wider awareness of the theory. (PGD)

ED 263 655 EA 018 030 Glickman, Carl D.

Development as the Alm of Instructional Supervi-

-25 Mar 85

Note—35p.; Paper presented at the Annual Meet-ing of the Association for Supervision and Curric-ulum Development (Chicago, IL, March 22-26, 1985).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Action Research, \*Administrator DRS Price - MF0/F0LP Plas Postage, escriptors—Action Research, "Administrator Role, "Cognitive Development, Curriculum De-velopment, Elementary Secondary Education, "Faculty Development, Inservice Teacher Educa-tion, Interprofessional Relationship, Supervisors, "Teacher Administrator Relationship, "Teacher

Supervision Collegiality

Effective teacher supervision for successful schools seeks to remove obstacles in the work environment that kinder teachers from seeing each other at work, receiving feedback from others, en-gaging in professional dialog, and participating in decisions about collective instructional actions. Just decisions about consective miss accounts con-ses teachers try to encourage the cognitive develop-ment of students, so supervisors should try to de-velop the thinking abilities of teachers. Supervisory tasks that can be planned to provide teachers with these developmental opportunities include direct one-on-one assistance to teachers, inservice education for groups of teachers, curriculum development activities, and action research. Adopting uniform supervisory and teaching practices fails to allow for or to encourage the mediating effects of thought. This paper reviews the role of the supervisor (that is, of the many people involved in supervision), the importance of the supervisor's activities as models for the teacher's, the characteristics of different for the teacher's, the characteristics of different types of conceptual thinking, and the difficulties (often growing out of the historical development of American education) that beset educational im-provement efforts. The central focus of the paper is on the nature of teacher development strategies that supervisors can employ. A list of 38 relevant re-sources is attached to the document. (PGD)

EA 018 031

ED 263 656

EA 018 031

Cattell, Hudson McKee, Linda Jones

Partners in Education: Project Summary.

Lancaster City School District, Pa.

Pub Date—Jul 84

Note—3p.; Paper presented at the Annual Meeting of the National School Public Relations Association (Seattle, WA, July 2-5, 1984).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF0L/PO31 Plus Postage.

Descriptors—Community Involvement, \*Cooperative Programs, Elementary Secondary Education, \*School Business Relationship

\*School Business Relationship Identifiers—Lancaster School District PA, \*Part-

Identifiers—Lancaster School District PA, "Part-ners in Education
Partners in Education is a partnership program involving the School District of Lancaster, Pennsyl-vania, and the local community, businesses, and in-dustry. The schools receive assistance in the form of dustry. The schools receive assistance in the form of time, services, and expertise; the cooperating businesses and industry receive educational services to meet their needs. The program's overall goal is to develop a closer working relationship among the participating agencies, with the focus on the relationship itself rather than on the dollar value of the goods and services involved. The planning process for the program included identifying areas suited to connective effort setabliships are prescribit reconnective. for the program included identifying areas satisfied to cooperative effort, establishing partnership proce-dures, and implementing and evaluating the pro-gram. Following successful pilot testing, the program was publicly announced in September 1983 and met with an immediately enthusiastic re-1963 and mer with an immediately entrussed: en-spoose. Thirty-six partnerships were established in the first year and 24 more were added by April 1 of the second year. More than half of the district's students had received direct benefits by June 1, 1984. Program evaluations by the partners were uni-formly favorable and all of the partnerships were renewed or expanded for 1984-85. (PGD)

ED 263 657 EA 018 03
Clabuagh, Gary K. Vogel, Robert
Public Policy and Learning Technology: On the
Trail of the Red Herring.
Pub Date:—Nov 84 EA 018 032

Note—11p.; Paper presented at the Annual Meet-ing of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).

Education (9th, Orlando, FL, November 16-20, 1984).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Pustage.

Descriptors—\*Educational Technology, Teacher Attitudes, \*Teacher Education, Teacher Effectiveness, Teaching Skills

According to dictionary definitions, the concept of "technology" does not have to involve hardware, but refers instead to the application of scientific methods or scientifically derived knowledge to a practical task. Despite the availability of complex new instructional hardware to teachers, very little in the way of pedagogical technology has been effectively provided them. They rely instead on tradition, common sense, and charisma, and often adopt the attitude of "know-nothingism" that goes along with these imprecise guides to teaching practice. Such attitudes prevent the development of commonly understood information about teaching. The most powerful technology available to teachers today is based on the psychological and biological enricibles underlying human growth and develors. and the control of th disposal, training teahers to use sdvanced hard-ware may only lead to their having greater impact in their incompetence. (PGD)

ED 263 658 EA 018 033 LaPlant, James C. Facilitator Training for Developing Principals' Support Groups. Pub Date—Apr 85

Note-14p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-

ing of the American Educational Research Asso-ciation (Chicago, II., March 31-April 4, 1985). Pub Type—Speeches/Meeting Papers (150) — Re-ports - Research (143) EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Change Agents, Change Strategies, Elementary Secondary Education, Inservice Edu-cation, \*Management Development, \*Principals, Trainces, \*Training, Training Methods Identifiers—IDEA Principals Program Of the 231 facilitation, trained between August

Of the 233 facilitators trained between August 1979 and January 1985 to introduce the /I/D/E/A/ Principals' Program to principals in their local areas, 206 completed a training program evaluation form. From this form the facilitator trainers obtained data concerning factors affecting the effectiveness of facilitator training programs. Ratings were computed for each of the elements of the training program as a whole, and the trainees' comments were examined individually in the context of the characteristics of the specific training sessions in which they participated. Differences between re-sponses to the highest and lowest rated sessions in-dicated the value of establishing a climate of mutual uncased the value of establishing a climate of multial trust and support, clarifying the overall nature of the program, and challenging participants to grow. The findings in general supported several conclusions about trainers' needs for preparation for training, understanding of program concepts, and clarifica-tion of the nature of the facility and Tailery. tion of the nature of the facilitator role. Trainers should be aware of trainees' adult learner character-istics, the style and climate of training sessions, the linkage between training events and objectives, the value of program evaluation, and the importance of adequate time and pacing. (PGD)

ED 263 659 EA 018 036

Hillman, Susan J.

Knowledge of Legally Sanctioned Discipline Procedures by School Personnel.

Pub Date—Apr 85 Note—25p.; Paper presented at the Annual Meetrote—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

ports - Research (143)
EDRS Price - MP01/PC01 Plus Pastage.
Descriptors - Madministrator Attitudes, Compliance (Legal), \*Counselor Attitudes, Court Litigation, \*Discipline, Discipline Policy, Federal Regulation, High Schools, \*Knowledge Level, \*Legal Responsibility, Principals, Student Rights, \*Teacher Attitudes
Identifiers—Goss v Lopez, Indiana, State Regulation, Surgens Caurt

tion, Supreme Court
Principals, teachers, and counselors in 15 Indiana
high schools were interviewed to determine what procedures they believed were required in various disciplinary actions, and what authority they be-lieved had sanctioned these procedures. The interviewees came from small, medium, and large schools in rural and urban settings. Nearly 71 per-cent of the principals were able to list all the rights granted in short suspension cases, whereas fewer than 30 percent of the counselors and teachers could do so. Most principals also exhibited good could do so. Most principals also exhibited good understanding of the complex requirements in expulsion cases, whereas counselors and teachers showed much more limited knowledge even of preliminary procedures. Principals were more knowledgeable concerning whether procedures were based on United States Supreme Court decisions on state law than were counselors or teachers, and all groups were more fully aware of state requirements than of the Supreme Court's mandates. The research upheld the hypotheses that more highly placed school personnel exhibit greater knowledge of sanctions and that the closer the sanctioning authority is to the school the more aware personnel are of the mandates established. This report includes a of the mandates established. This report include discussion of the legal considerations and court de-cisions behind Indiana's disciplinary process regulations. (PGD)

ED 263 660

EA 018 038

Greer, John T.
The Decisions of Elementary School Principals: A
Test of Ideal Type Methodology. Pub Date-3 Apr 85

Note-19p.; Paper presented at the Annual Meet-Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Administration, Administrator Attitudes, \*Decision Making, Elementary Education, \*Models, \*Principals Identifiers—Georgia, \*Ideal Type Methodology (Weber), Weber (Max) Interviews with 25 Georgia elementary school principals provided data that could be used to test an application of Max Weber's ideal type methodology to decision-making. Alfred Schuetz's model of ogy to decision-making. Alfred Schuetz's model of the rational act, based on one of Weber's ideal types, was analyzed and translated into describable acts and behaviors. Interview procedures were designed to reveal these behaviors, and methods were devised for leading the interview data into a matrix for assessment. Sixty-one "unique" decisions, defined as those made without direct precedent and on the those made without direct precedent and on the decision-maker's own initiative, were found suitable for analysis among those described by the principals. These decisions fell into seven categories: instruction (direct role), instruction (indirect role), students, community and parents, management, finance and budgeting, and safety and maintenance. Of the decisions, 18 percent showed rationality of knowledge but not of choice, 28 percent showed knowledge but not of choice, 28 percent showed rationality of choice only, 20 percent exhibited both types of rationality, and 38 percent exhibited nei-ther. Three of these groups of decision types could be related to Weber's, but the fourth (those reflect-ing rational knowledge but not choice) suggested that an additional ideal type should be defined. Brief comments concerning methodological proble conclude the paper. (PGD)

ED 263 661 EA 018 039 ED 263 601

Loyer, Marie des Anges O'Reilly, Robert R.

Assessing the Impact of Education on Leadership

Effectiveness of Gradustes.

Pub Date—1 Apr 85

Note-23p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (Chicago, IL, March 31-April 4, 1985).

ciation (Chicago, II., March 31-April 4, 1985).
Pub Type-Reports - Research (143) — Speeches/
Meeting Papers (150)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Educational Attainment, Education
Work Relationship, Foreign Countries, Higher
Education, Leadership Styles, "Leadership Training, Nursing, Nursing Education, "Organizational
Effectiveness, Supervisors
Identifiers—Fiedler Contingency Model of Leader
Effectiveness, Ontario

Effectiveness, Ontario
Ninety-three percent of Ontario's community Ninety-turee percent or Ontario's community health supervisors participated in a study investigating the impact of educational preparation on leadership effectiveness. The Fiedler Contingency Model of Leadership Effectiveness provided the study's rationale. Each supervisor completed: (1) a Least Preferred Coworker (LPC) scale to determine whether ferred Coworker (LPC) scale to determine whether the supervisor was person- or task-oriented, (2) a groups atmosphere scale, and (3) a short biographical data form. The effectiveness of each supervisor's unit was assessed by the nursing director to whom the supervisor reported. Analysis of the data confirmed the hypotheses that, in favorable situations, groups led by low LPC (task-oriented) supervisors are more effective than groups led by high LPC supervisors; and that, in only moderately favorable situations, groups led by high LPC supervisors are more effective than groups led by low LPC supervisors. Since educational training was assumed to increase the favorability of work situations, it was further hypothesized that baccalaureate training would improve the performance of both high LPC and low LPC supervisors in favorable situations, but would lower the performance of low LPC supervisors in moderately favorable situations. These hypotheses were also upheld. (PGD)

ED 263 662

Ogawa, Rodney T. Smith, Judith F.

How a Faculty Made Sense of the Succession of Its

Principal. Pub Date—2 Apr 85

Pub Date—2 Apr 83 Note—27p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (Chicago, IL, March 31-April 4, 1985). For an earlier version, see EA 018 234. Pub Type—Speeches/Meeting Papers (150) — Re-ports - Research (142) EDRS Price - MF01/PC02 Plus Postage.

Descriptors-\*Administrative Change, Elementary Education, Elementary School Teachers, Principals, \*Teacher Administrator Relationship, \*Teacher Attitudes

pals, "Teacher Administrator Relationship, "Teacher Attitudes Through observation, interviews, and a review of school documents in a small suburban elementary school, researchers sought information concerning how faculties make sense of a changeover in the principalship. The research was conducted from a cognitive perspective. The study found that teachers' views of administrative succession and the norms of the school affected the ways in which they made sense of events, while the circumstances surrounding the changeover and the succession processitself had little impact on their thinking. The teachers assumed changing the principal would bring significant changes to the school. Prior to the changeover, teachers expressed fear that they would lose autonomy and hope that the incoming principal would be personable and supportive. During the first few months of the new principal's tenure faculty reactions were positive, but transfer of the school's secretary led to a period of mistrust and criticism. Toward the end of the year teachers settled into an acceptance phase, but still anticipated tled into an acceptance phase, but still anticipated significant changes that had not yet surfaced. A brief review of the literature on leader succession is incorporated into the report. (PGD)

ED 263 663

Case, Elizabeth J. King, Richard A.

Influencing State Fiscal Policymaking: The Superintendent as Lobbyist.

Pub Date—Apr 85

Note—Apr, 87

Note—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, \*Administrator Role, Community Influence, Elementary Secondary Education, Financial Policy, \*Lobbying, Political Influences, \*Politics of Education, State Action, State Action, State Legislation, State School District Relationship, Superintendents in New Mexico

Perceptions of the political behavior of superintendents in New Mexico vary widely throughout the state. Questionnaires and interviews were used to gather information from superintendents, school board chairmen, and state legislators concerning the frequency, extent, and kinds of political activity in which superintendents were involved. Four kinds of activity were assessed: involvement in issue definition and proposal formulation, the mobilization of support for or opposition to policy proposals, attempts to influence policy as an individual rather than as a member of an association, and activity affecting specific fiscal issues. Superintendents were classified on a continuum from highly active to relatively inactive. The degree to which a superintendent sively inactive. The degree to which a superintendent subth ends of the continuum saw themselves as less active than they were perceived to be by either legislators or board chairmen. The training and experience levels of superintendents appeared to affect the extent of their activity. Those closer to the state capitol proved more active than those located farther away, perhaps reflecting greater community support for political activity. Five pages of references are spended. (PGD)

ED 263 664
Forsyth, Patrick B. Boshart, Donna
Leadership Style and Principal Comp
Preliminary Investigation.
Pub Date—85 EA 018 044

Pub Date—\$5
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1955).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, \*Leadership Styles, \*Organizational Communication, Organizational Effectiveness, \*Principals, \*Research Methodology, Teacher Administrator Relationabin

lentifiers—Communication Satisfaction Survey, Fiedler Contingency Model of Leader Effective-ness, Kansas, Norton Communicator Style Mea-

The need for further research was indicated by the The need for further research was indicated by the results of a limited exploration of the concept that principal's communications with teachers mediate between the principal's leadership styles and the effectiveness of the organizations they head. Twenty-seven Kansas elementary principals of schools with student populations between 215 and 315 were asked to complete Fiedler's Least Perferred Co-worker scale to determine their leaderferred Co-worker scale to determine their leader-ship styles. Three principals were selected from each of the style groups identified: those who were relationship-oriented, those who were task-ori-ented, and those dominated by neither orientation. These principals then completed the Norton Com-municator Style Measure. The teachers serving un-der the principals completed the Communication Satisfaction Survey. Tape recordings were made of the principals oral communications with teachers. The relationship-oriented principals saw themselves as relaxed, open, and easy-soins, but their teachers The relationship-oriented principals saw themselves as relaxed, open, and easy-going, but their teachers were dissatisfied and they communicated least of the three groups. The principals without dominant orientation communicated most frequently, particularly concerning issues of control, but teachers were not very satisfied. Task oriented principals focused on instructions and on personal talk and left teachers more satisfied. The results suggested that leadership style is manifested in observable behavior, but were not intended to be conclusive. (PGD)

ED 263 665

Clark, Sally N. Clark, Donald C.

Staff Development at the Middle Level School.

Pub Date—Jan 85

Note—14p.; Paper presented at the Annual Conference of the National Association of Secondary School Principals (69th, New Orleans, LA, January 25-29, 1985).

Pub Tyne—Speeches/Meeting Papers (150) —

ary 25-29, 1959.).
Pub Type - Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Educational Administration, Educational Assesament, Educational Objectives, \*Edu-

bescriptors—Educational Administration, Educational Assessment, Educational Objectives, \*Educational Planning, \*Inservice Education, Intermediate Grades, Junior High Schools, Leadership, \*Presdolescents, Principals, Program Development, \*Staff Development, Staff Orientation Middle level schools have special needs because of the characteristics of the age group served. Staff development is crucial for middle schools. Its purposes and major planning components are presented in this paper. Most mid-level educators were prepared for elementary or high school teaching and have a limited knowledge of early adolescent needs. A good staff development program can develop the skills necessary to build a staff dedicated and committed to meeting pre-adolescent students' needs. The primary emphasis of successful programs should be to change teacher's attitudes and behavior. The hierarchy of staff development purposes has four levels; awareness, skill development (existing programs), new program development, and skill has four levels; awareness, skill development (existing programs), new program development, and skill development (new programs). Using this hierarchy of purposes can help programs in developing planning and implementation. Once a purpose is established the plan is developed by: determining needs, planning, implementation, and evaluation. Needs are determined by assessing faculty, student profiles, and parent/community data. Planning determines who is to be involved and used as consultants and resources, and establishes goals and objectives. When implementing the plan it is important to perand resources, and establishes goals and objectives. When implementing the plan it is important to personalize the program to the needs of teachers. The final step, evaluation, uses a variety of techniques to gather data. These include questionnaires, observation, interviews, and student achievement data. The principal's leadership is key to the success of staff development programing. (MD)

ED 263 666 EA 018 060 Improving Pupil Attendance: A Handbook for Administrators and Attendance Personnel. New York State Education Dept., Albany. Bureau

New York State Education Dept., Albany. Bureau of Pupil Services.
Pub Date—85
Note—85
Note—25p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—8Attendance, "Attendance Officers, Attendance Patterns, "Attendance Records, Elementary Secondary Education, Guidelines, Program Development, Program Implementation, "Pupil Personnel Services, "School Attendance Legislation, State Standards, Truancy Identifiers—"New York
This handbook provides guidance to school ad-

ministrators in setting up an effective school attendance system. After brief introductory sections on the importance of good attendance and on how to recognize whether excessive pupil absences are a problem, the third section discusses how to organize the attendance services: outlining objectives; appointing an attendance teacher to organize, pointing an attendance teacher to organize, direct, and carry out the attendance program; coordinating attendance with other pupil personnel services, and setting up a referral process. The fourth section then presents a model program that provides for reporting of absences, screening of absence lists, follow-up, referrals, publicity and public relations, teacher orientation, and prevention. Suggested activities are also included in the model program. The fifth section covers the following special topics: (1) legal considerations regarding school district residency and educational entitlement, temporary residency and educational entitlement. legal considerations regarding school district residency and educational entitlement, temporary residence in an institution including hospitals, residence in foster homes, children living in "free family homes"; (2) New York State mandates on length of school day and year, last day of school, employment certificates, attendance, and grading; and (3) other attendance questions and answers.

EA 018 061 Peterson, Sarah E. And Others
A Longitudinal Study of the Effects of Retention/Promotion on Academic Achievement.

Pub Date-85

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, II., March 31-April 4, 1985). Pub Type—Reports - Research (143) — Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Academic Achievement, Compara-tive Analysis, "Grade Repetition, Longitudinal Studies, Primary Education, "Student Promotion This study examined the long-term effect of reten-tion/promotion decisions on the academic achieve-ment of primary grade students. First, second, and third grade retainees were matched on several vari-ables with sum-age students who were not retainables with same-age students who were not retained.
Results indicated that retained students significantly improve their relative class standing by the end of the retained year, and in some cases they maintain this advantage over a two-year period; however, after three years there are no differences between retained and promoted students. Comparison of same grade level performance indicated that second and third grade retainees acquire more infor-mation, as measured by standardized tests, than their promoted counterparts, although this acquisi-tion is delayed one year. Tables and charts are in-cluded. (Author/TE)

EA 018 062 Armstrong, Milree H. Trueblood, Cecil
The Importance of Principals' Values and Their
Relationship to the Promotion of Teachers' Pro-

Relationship to the Promotion of Teachers' Professional Growth.
Pub Date—Apr 85
Note—Apr 85
Note—Apr, Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—"Administrator Attitudes, Attitude
Measures, Cooperation, "Decision Making, Educational Principles, Elementary Education, Locus
of Control, Participative Decision Making, "Principals, "Professional Development, Surveys,
"Teacher Administrator Relationship, Urban
Schools, "Values
The purposes of this study were to examine the
importance that elementary principals place upon
the terminal value freedom in relation to the development of teachers, and to examine the consistency
of elementary principals' decision making along a
teacher-supportive to supervisor-supportive continment One stored delegenters recipieds in Contacio of elementary principals' decision making along a teacher-supportive to supervisor-supportive continuum. One hundred elementary principals in Ontario were investigated using the Rokeach Values Survey (rating the importance of ten terminal values and four instrumental values), the Rotter Locus of Control Survey, and the Instructional Decisions Survey, the latter consisting of four instrumental value scores: trust, loyalty, self-reliance, and self-direction. Following administration of the instruments, all the principals were interviewed regarding their attitude toward the influence of the administrative structure and of teacher characteristics on principals' decision making. Results indicated that the terminal value freedom was rated higher than the nine other values combined, that trust was considered the most important instrumental value, and that teacher-supportive elementary principals tend to be the most collaborative, loyal to teachers' beto be the most constorance, toyal to teachers be-liefs, and supportive of teachers' self-reliance and self-direction. Twenty-one tables, three sample sce-narios, and a scoring key for the Instructional Deci-sions Survey are appended. (TE)

EA 018 063

Martin, Robert A.
Supervisory Communications and Support Linkages between High School Principals and Teach-

Pub Date-4 Apr 85

Pub Date—4 Apr 35
Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, III, March 31-April 4, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PO31 Plus Postage.

Descriptors—Feedback, High Schools, \*Informa-tion Dissemination, \*Information Needs, \*Organizational Communication, \*Principals, Surveys, \*Teacher Administrator Relationship

Identifiers-Indiana

This study was undertaken to determine the extent of the perceived communication and support linkages between high school principals and vocational agriculture teachers in the state of Indiana. A survey questionnaire using a Likert-type scale was survey questionnaire using a Likert-type scale was mailed to all vocational agricultural teachers and their respective high school administrators in the state. Statistically significant differences were found in the perceptions of principals and vocational agriculture teachers regarding the following items: free exchange of information, student feedback, confidence in each other, assistance with professional problems, team work, and accountability of time and resources. A large number of teachers in this study had limited formal contact time with school administrators for supervision or observation of instruction. Results suggest that communication linkages are not well established between vocational agriculture teachers and school principals in Indi-ans. References are included, along with illustrative charts and tables. (Author/TE)

ED 263 670

EA 018 064

ED 263 670

Malen, Betty
Tuition Tax Concessions in Minnesota: A Historical View of the National Precedent.
Pub Date—Apr 85

Note—48p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP01/PO22 Plus Postage.
Descriptors—Activism, Elementary Secondary Education, Lobbying, Models, \*Policy Formation, Political Influences, Political Issues, Political Power, \*Politics of Education, Private School Aid, Public Policy, \*State Legislation, Systems Analysis, \*Tax Credits, \*Tuition Identifiers—\*Minnesota
The research on which this paper is based examined the legislative process resulting in Minnesota's tuition tax concession statutes through a study of four decision events: the 1955 passage of a tax deduction, the 1971 adoption of a tax credit, the 1976 increase of the 1955 deduction allowance, and the 1981 retention of this deduction in a climate of fiscal scarcity. The paper includes a description of the 1981 retention of this deduction in a climate of fiscal scarcity. The paper includes a description of the Minnesota study, a characterization of the legislative process, and a discussion of the implications of that characterization for educational policy making. The conceptual framework of the Minnesota study combined categories of political influence with a systems orientation. Implications of the analysis of the legislative process include the following: (1) that political expediency was a more important determinant of the legislative process include the following: (1) that political expediency was a more important determinant of the legislative process than policy information. the legislative process include the following: (1) that political expediency was a more important determinant of the legislative process than policy information and policy analysis; (2) that single-issue interest groups are adversely affecting the legislative process by diminishing the prospects for compromise or rational deliberation; (3) that a debilitating lack of cohesion exists in the public school lobby; and (4) that the study provides a point of departure for research on tuition tax concession decisionmaking and a point of comparison for research on education policymaking. Notes are included, along with an appendix listing tuition tax concession litigation in Minnesota. (TE)

Gray, Harry
Management Development in Areas Where the
Concern for Such Activity Is Recent. Some
Preliminary Notes.
Pub Date—Sep 83

Note-8p.

Note—\$p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consultants, Educational Economics,
Elementary Secondary Education, Financial
Problems, Foreign Countries, \*Inservice Teacher
Education, \*Leadership Training, \*Management
Development, Organizational Change, \*Professional Development, \*Supervisory Training
Identifiers—United Kingdom
Perceptions regarding the theory and practive of
educational management development in the
United Kingdom are offered in this essay. It is suggested that most educators prefer theoretical discus-

gested that most educators prefer theoretical discus-sion of management to practical help, and that teachers often are difficult to teach on account of intellectual egotism-a resistance to experiential learning. Yet management development is essen-tially an affective process in which a manager re-flects on his own experience in order to develop appropriate theories, and authority derives from his own understanding. Accordingly, there are certain principles that apply to the introduction of management thinking across the board. The first is that trainees need both a cognitive and experiential un-derstanding of how organizations work; the more financial awareness can be brought to rank and file members, the more managers will feel the need to think and act with true managerial responsibility. The use of consultants is recommended as a way to bring about satisfactory management development. It is probable that many new sectors will open to good management quickly, now that a national awareness of economic restraints and opportunities has been encouraged and sustained. (TE)

EA 018 067

Whitford, Betty Low Kyle, Diane W.
Interdisciplinary Teaming: Initiating Change in a
Middle School.

Interdisciplinary Teaming: Initiating Change in a Middle School.

Pub Date—Apr 84

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Paper No. 1 from "A School in Transition: Development of a Middle School," funded by the University of Louisville-Jefferson County Public Schools Coordinating Committee and the Research Committee of the University of Louisville School of Education.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MPOI/PC02 Plus Postage.

Descriptors—Administrative Organization, Administrator Role, "Curriculum Design, Elementary Secondary Education, "Management Teams, Middle Schools, Organizational Change," Organizational Communication, Organizational Effectiveness, "Participative Decision Making, Principals, Teacher Participation, Team Training, "Teamwork

Teamwork

Principals, Teacher Participation, Team Training, "Teamwork
This paper describes Hilltop Junior High School's initial experience with interdisciplinary teaming, an arrangement whereby teachers from different disciplines systematically plan curricular experiences for a common group of students. The innovation began with the appointment of a new principal who advocated teaming as the basic unit of middle school organization. Thus the site provided an opportunity to observe the processes and effects of organizational and curricular change as they occurred. In order to understand the emergent expectations, behaviors, interactions, and their meanings for participants as the innovation took shape, the researchers observed weekly planning meetings of the three teams, interviewed teachers and administrators, and reviewed relevant documents throughout one school year. Following an introduction and rationale for the study and a description of the research methods, the paper describes the development of teaming, the functioning of the three teams, and the foci of teachers' discussions during planning meetings. These events are then discussed with respect to the redistribution of authority, loose coupling, staff recruitment, rewards, structural lag, and work load. Several implications for curricular decision making and staff development are then explored. The paper concludes with five working hypotheses which provide direction for additional investigations. References are included. (Author/TE)

ED 263 673 EA 018 068 Hales, Loyde W. Waggoner, Jacqueline Measuring Work Values of Public School Adminis

trators.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 21-23, 1984).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Administrator Characteristics, Administrator Role, Altruism, \*Attitude Measures, Elementary Secondary Education, Life Satisfaction, Multivariate Analysis, \*Public Schools, Self Concept Measures, Sex Differences, Statistical Analysis, \*Values, \*Work Attitudes

Identifiers-\*Ohio Work Values Inventor

Identifiers—"Ohio Work Values Inventory
This paper presents the results of research investigating (1) the reliability and validity of the Ohio
Work Values Inventory (OWVI) when used with
public school administrators; (2) the work values of
public school administrators; (3) differences in work
values of male and female administrators; and (4)
differences in work values of individuals at different
levels of administration letterfulled. levels of administration. Instruments were distrib-uted to 701 school administrators from two central city and eight suburban school districts in Oregon and Washington, with a response rate of 55 percent. Coefficients alphs, means and standard deviations were calculated for all OWVI scales, and multivariwere calculated for all OWVI scales, and multivariate analyses were performed on the sex of the respondent and on the level of administration, along with factor analyses on responses to the 77 items of the OWVI. The research indicates that school administrators value jobs that are enjoyable, involve working with ideas, allow for self-realization and for helping others, and provide for independence and the opportunity to work with others. On 9 of the 11 work values, male and female public school administrations. work values, male and female public school admin-istrators responded similarly, suggesting that both sexes find similar qualities of work personally re-warding and fulfilling. Finally, the scale mean for watching and mining. Finally, the scale frient in the work value of money was found to be less than those for the higher order needs of self-realization and altruism. Results are tabulated in seven statistical tables, and references are included. (TE)

Chubb, John E. Moe, Terry M.
Politics, Markets, and the Organization of Schools. EA 018 069

Spons Agency—National Inst. of Education (ED), Washington, DC.; Stanford Univ., Calif. Inst. for Research on Educational Pinance and Gover-

Note—76p.; Paper presented at the Annual Meet-ing of the American Political Science Association (New Orleans, LA, August 28-September 1, 1985).

ing of the American Political Science Association (New Orleans, LA, August 28-September 1, 1985).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—Administrator Role, Comparative Analysis, Educational Administration, \*Educational Environment, Educational Objectives, Elementary Secondary Education, Governance, Institutional Environment, Longitudinal Studies, Organizational Climate, \*Organizational Effectiveness, Parent School Relationship, Personnel Selection, Politics of Education, Principals, \*Private Schools, \*Public Schools, \*School Effectiveness, School Organization, Surveys, Teacher Administrator Relationship Identifiers—Administrator and Teacher Survey, High School and Beyond (NCES)

Based on the results of an "Administrator and Teacher Survey, High School and Beyond" (HSB) longitudinal study (which showed that private schools produce significantly greater gains in achievement than public schools), the present study is a detailed comparative description of public and private schools—their relationships with parents and outside authorities, their leadership, their organizational structure, their interpersonal relationships, and their educational environments and practices. The general explanation explored in this paper is that the school environment exerts important and systematic influences over the development of the organizational characteristics necessary for success. The paper begins with a general perspective that emphasizes the school as an organization, followed by a general

comparison of public and private school structure and purpose. The following sections compare (1) the relation of public and private schools to their immediate outside authorities, (2) the parental environment, (3) the role of public and private principals, (3) the structure of the school, (4) school personnel, and (5) staff relations. The conclusion suggests that the difference in performance between public and private schools ultimately derives from the greater political constraints of the public school environment, as this is reflected in the role of the principal and in staff relations. Notes and tables are included, along with an appendix describing the derivation of the data from the ATS, and a bibliography. (TE)

EA 018 070

Sergiovanni, Thomas J.
Instructional Supervision: A Research Agenda for the Future. Pub Date-3 Apr 85

Instructional Supervision: A Research Agenda for the Future.
Pub Date—3 Apr 85
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). Pub Type—Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MP61/PC02 Plus Postage.
Descriptors—Administrator Responsibility, Administrator Role, Bureaucracy, Career Ladders, Elementary Secondary Education, Merit Pay, Models, Professional Autonomy, "Research Needs, Research Opportunities, "School Supervision, State Curriculum Guides, State Legislation, "State School District Relationship, Teacher Administrator Relationship, Teacher Evaluation, "Teacher Supervision, Teaching (Occupation)
This essay proposes a responsive research agenda to examine relationships between supervisory inquiry and practice on one hand, and teaching and learning on the other. The agenda first calls for policy-oriented research that examines the implications of state-mandated educational changes on supervisory practices and commensurate teaching and learning, Legislated learning and the career ladder are discussed as examples of trends toward centralization, respectively, of curriculum and personnel policies. In both instances, research is needed to inform the decision-making process at the macro level. The second major focus of the agenda is a call for research that seeks to scientifically match existing and evolving supervisory techniques and practice models to unique professional practice situations. Examined as examples are (1) bureaucratic versus professional evaluation of teaching and (2) contingency versus "one best way" approaches to supervision and teaching. Intended here is micro level research designed to advance further the science and art of supervision, by providing cognitive "maps" that will help supervisors deal with the full range and variety of practice situations. References are included. (TE)

Eash, Maurice J. Evaluation Research and Program Evaluation Ret-rospect and Prospect: A Reformulation of the Role of the Evaluator. Pub Date-85

Role of the Evaluator.
Pub Date—85
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, II., March 31-April 4, 1985).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Data Collection, "Educational Assessment, Elementary Secondary Education, "Evaluation Methods, "Evaluation Utilization, Interprofessional Relationship, "Program Evaluation, Research and Development, Research Design, Research Projects, User Satisfaction (Information)
This essay focuses on a key change that the author has experienced in the practice of program evaluation research over the past 20 years: the accommodation of the logic of science and the psychology of politics. This change has substantially altered the role of the evaluators, the evaluator's relationship with clients, the design of an evaluation study, and the training of evaluators at the Ph.D. level. The role of evaluator used to be that of a scientish highly reliant on technical skills who was called upon to do brief studies, draft and implement the design, and deliver the final report, all for a fixed price contract. During the last 10 years, this role has changed considerably, primarily because of the longer duration of the evaluation projects and the higher level of engagement between the evaluator and the client.

As a consequence, evaluation designs have become more evolutionary in design; an initial "evaluation research matrix" is modified over time in consultation with the client, and the final report is replaced by a series of interim reports on specific questions which in turn are revised as data come in. This shift in design and practice of evaluation arose in response to the need to resolve conflict among contending parties at an institution by delivering useful information in a timely manner. Preparation of Ph.D. students in evaluation research accordingly has come to rely much more on their early has come to rely much more on their early first-hand engagement with field problems as members of evaluation teams. The author concludes that evaluation research is likely to continue to be involved with contextual politics as well as technical demands. (TE)

ED 263 677 EA 018 072 Clear, Delbert K. Box, John M. Justiciable Performance Standards for Discharging Incompetent Teachers.
Pub Date—8 Dec 84

Note—29p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (30th, Williamsburg, VA,

lems of Education (30th, Williamsburg, VA, December 5-8, 1984).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Court Doctrine, \*Court Litigation, Elementary Secondary Education, \*Pevaluation Criteria, \*School Law, Standards, \*Teacher Dismissal, Teacher Effectiveness, \*Teacher Evaluation Teaching Skills. tion, Teaching Skills

This paper investigates the problem of developing judicially sound and workable standards for dismissing incompetent teachers. Numerous cases are cited ing incompetent teachers. Numerous cases are cited to support the contention that there is a desperate meed for stable standards of performance that will have the qualities necessary to withstand judicial scrutiny; (1) required teacher knowledge, competencies, and skills that are predetermined; (2) an evaluation system capable of detecting departure from the standards; and (3) knowledge of standards among all teachers and opportunity to correct short-comings. Research into teaching effectiveness is currently developing comprehensive lists of behaviors from which effective teachers select teaching strategies at any siven moment; this will lead to a iors from which effective teachers select teaching strategies at any given moment; this will lead to a list of comprehensive and legally defensible standards of teacher performance. An example of such a list is presented in a table which itemizes: (1) discrete behaviors; (2) basis for claim of performance validation; and (3) illustrative court decisions. This is followed by a review of cases that illustrate the various standards listed in the table. The review is divided into the following sections: instructional or pedagogical skills, use of subject matter, direct outcomes of teaching, interpersonal and organizational relationships, and self-renewal. The conclusion lists patterns that emerge from analyzing court reviews of teacher dismissals for incompetence. (TE)

EA 018 073 ED 263 678 de Jung, John Duckworth, Kenneth
New Study Looks at High School Absenteeism.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency—National Inst. of Education (ED),

Spons Agency—Na Washington, DC. Pub Date—85

petence. (TE)

Washington, DC.
Pub Date—85
Note—9p.
Available from—Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 (\$.35 per copy).
Journal Cit—R&D Perspectives; Sum-Fall 1985
Pub Type—Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Attendance, "Dropout Characteristics, Grade Point Average, High Schools, "High School Students, Longitudinal Studies, "Record Keeping, Student Characteristics, "Student School Relationship, Urban Schools
The sample for this 2-year study of student absentesism consisted of 6 comprehensive high schools, 3 from each of 2 urban school districts with 1,000 to 1,600 students and 60 to 70 full-time teachers. Highlights of the first-year findings summarized in this journal are based on the responses of nearly 8,000 students and 350 teachers. Attendance records are neither accurate nor consistent from achool to school. Almost a third of the students missed an average of at least one class per day;

nearly all students missed some of their classes two to three times more often than other classes. Stu-dents named social sciences, English, and math as subjects they cut the most. Penalties seemed to be subjects they cut the most. Penalties seemed to be a poor deterrent; having to make up classwork was the most powerful deterrent. Compared to low-absence students, high-absence students accounted for 84 percent of all grade point averages below 1.5; and 85 percent said they would be satisfied with a C or D grade, compared to 50 percent of the students with fewer absences who said the same. Absences by students in classes they failed were double the overall school rate; they were triple the school rate for those students who failed more than one class. for those students who issued more than the con-tro control chronic absenteeian and prevent more students from dropping out, administrators should improve school curriculum, instructional tech-niques, and attendance policies. (MLF)

ED 263 679

EA 018 075

An Agenda for Excellence at the Middle Level. A
Statement by NASSP's Council on Middle Level
Education.
National Association of Secondary School Princi-

pals, Reston, Va. Pub Date—85

Pub Date—85 Note—26p. Available from—Publication Sales, National Asso-ciation of Secondary School Principals, P.O. Box 3250, Reston, VA 22090 (Order Number 2108509; \$4.00 plus \$1.00 shipping and handling; quantity discounts; orders of \$15.00 or less must

quantity discounts; orders of \$15.00 or less multiple prepaid).

Pub Type— Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Curiculum, Educational Environment, \*Educational Improvement, Educational Pianning, Educational Principles, \*Educational Quality, Educational Technology, Elementary Secondary Education, Guidelines, Instructional Improvement, \*Middle Schools, Program Effectiveness, \*School Effectiveness, School Organization, Teacher Improvement, Values

To help young adolescents reach their potential, middle schools must provide high quality intellectual climates that foster the development of adaptive skills which students can use throughout their lives. Accordingly, practical advice is presented for

ive skills which students can use throughout their lives. Accordingly, practical advice is presented for 12 interrelated dimensions of schooling at the middle level that merit the highest priority attention: (1) core values, (2) culture and climate, (3) student development, (4) curriculum, (5) learning and instruction, (6) school organization, (7) technology, (8) teachers, (9) transition (from elementary to high school), (10) principals, (11) connections (to the community), and (12) client centeredness. Each of these dimensions is taken up in a separate section, and each section begins with a brief statement of what is necessary for excellence in the particular area discussed, followed by a list of suggestions for achieving these goals. (TE)

EA 018 076

Parker, James C.
Career Ladder/Master Teacher Programs: Impli-cations for Principals,
National Association of Secondary School Princi-

pals, Reston, Va. Pub Date—85

Pub Date—85
Note—859.
Available from—Publication Sales, National Association of Secondary School Principals, P.O. Box
3250, Reston, VA 22090 (Order Number
2108510; \$5.00 plus \$3.00 shipping and handling;
quantity discounts; orders of \$15.00 or less must
be prepaid).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

Staffs, Elementary Secondary Education, "Master Teachers," Merit Pay, Principals, Teacher Administrator Relationship, Teacher Evaluation, Teacher Morale, Teacher Responsibility, Teacher

Supervision
This monograph is a discussion of the nature of
master teacher/career ladder programs and related
issues and implications for principals. Delineated in
the principal's role in career ladder/master teacher the principal's rote in career adder/master teacher programs against the following framework of issues: (1) the clarity of the school board's plan and its resolve to implement the program; (2) the specific purpose of teacher evaluation in the program (in-volvement or accountability); (3) the range of extrinsic and intrinsic rewards available to teachers;
(4) the effect of the plan on teacher morale; (5) the
level of district commitment and support; (6) the
degree of parental involvement; and (7) the personal
and professional development needs of principals. A
scenario is then provided that illustrates the elements of an ideal career ladder/master teacher program. An appendix contains a set of questions that principals planning or implementing career ladder/-master teacher programs may use for self-assess-ment or to survey the perceptions of others. (TE)

EA 018 077 ED 263 681

Rees, Ruth SOS: A Time Management Framework. Pub Date—Nov 85

Note-23p.

Note—23p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Role, Elementary Secondary Education, Interprofessional Relationship, Job Analysis, Organizational Development, Organizational Objectives, "Planning, Program Implementation, "Scheduling, "Task Analysis, "Time Management
This nearest reprocess a framework for the management "Scheduling," lask Amaysas, "lime stangement. This paper proposes a framework for the management of time, under the rubric of "SOS" (Self-Organization-Scheduling), designed specifically for school officials. Underlying this framework is a belief that, in order to manage time, one must manage oneself within the bounds of the institution. Accordoneself within the bounds of the institution. Accordingly, three interdependent sets of practical suggestions are provided, in keeping with the threefold "SOS" sequence. The first component, self-awareness and self-discipline, entails documenting the activities of a normal work week and critically assessing this logbook for the appropriateness of the time devoted to each kind of activity. The second, organizational awareness, involves an assessment of individual time management in the context of ongoing organizational concerns and requirements—a synchronization of the organization and the individual. The third component, scheduling, involves planning, timetabling, implementing, and monitoring tasks for the organization as a whole. References are included. (TE)

EA 018 078

Jensen, Mary Cihak
The School Psychologist: Advocate for Children at Blick

Oregon School Study Council, Eugene.

Pub Date-Nov 85

Note—40p.

Available from—Publication Sales, Oregon School
Study Council, University of Oregon, 1787 Agate
Street, Eugene, OR 97403 (\$4.00 prepaid; quantity discounts; \$1.50 for shipping and handling
will be added to billed orders).

Journal Cit—OSSC Bulletin; v29 n3 Nov 1985

Journal Cit—OSSC Bulletin; v29 n3 Nov 1985
Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptora—Child Advocacy, Child Psychology,
"Disabilities, "Educationally Disadvantaged, Elementary Secondary Education, "High Risk Students, "Occupational Information, "Potential Dropouts, Psychological Evaluation, Psychological Services, "School Psychologists
Identifiers—Eugene Public Schools OR, "Glassow (Patricia)

(Patricia)

This monograph characterizes the profession of school psychologys, describes the roles of school psychologists in the Eugene (Oregon) Public Schools, and profiles Patricia Glassow, recently named School Psychologist of the Year by the Oregon School Psychologist Association. Among those interviewed were the school superintendent, the director of the school psychology represents the director of the school psychology represents the those interviewed were the school superintendent, the director of the school psychology program at the University of Oregon, several principals, and a parent. The interviews provided the background for this examination of the profession of school psychologist and the population served in this district. The nine psychologists in this district form an internal support structure in which individual strengths can be shared to meet the demands of sometimes complex cases. Their job descriptions emphasize three major roles: diagnostician, consultant, and case manager. Increasingly, school psychologists see themselves speaking in the interest of students to teachers, administrators, and parents. Names of those interviewed and a nine-item bibliography follow the text. (MLF)

ED 263 683 Marburger, Carl L. EA 018 079

One School at a Time. School Based Management: A Process for Change. National Committee for Citizens in Education, Columbia, Md. change. hittee for Citizens in Education, Co-

National Committee for Citizens in Education, Columbia, Md.

Report No.—ISBN-0-934460-23-X
Pub Date—85
Note—84p.; Financial support provided by Spencer
T. and Ann W. Olin Foundation.
Available from—Publication Sales, National Committee for Citizens in Education, Suite 410, Wilde
Lake Village Green, Columbia, MD 21044 (36.95
softcover—ISBN-0-934460-23-X; \$12.95 hardcover—ISBN-0-934460-23-X; \$12.95 ha

Based Management, School Community Renationship
This book is an introduction and guide to school-based management, a decentralized form of organization in which decisions that have traditionally been made by a superintendent or school board are made by the local school. Chapter 1 provides an overview of decision-making in public school systems starting with a brief history of the trend toward centralization and describing the typical roles and influence of the superintendent, the local school board, the principal, teacher organizations, and parents or citizens. Chapter 2 provides the basic rationale for school-based management: when those who are affected by decisions share in making those decisions, better decisions are made. Chapter 3 defines achool based management as a process of reorganizing the school's decision-making structure to allow for input from all affected constituencies. Chapter 4 explores the school-based management council as a explores the school-based management council as a mechanism for implementing decentralized management. Issues discussed include membership, agement. Issues discussed include membership, size, selection process, selection of community members, relations with the school board and superintendent, principal role, and council procedures. Chapter 5 discusses how to get started, and includes a list of problems and hazards in the start-up process. A brief conclusion summarizes the argument of the book as a whole: that school-based management is not a panaces but a process of educational renewal. References are included. (TE)

Rada, Roger D. Carlson, Richard O. Community Dissatisfaction and School Gover-

Pub Date-3 Apr 85

namee.
Pub Date—3 Apr 85
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, II., March 31-April 4, 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plas Postage.
Descriptors—\*Board Administrator Relationship, Boards of Education, Elementary Secondary Education, "Governance, Longitudinal Studies, Models, Political Attitudes, "Politics of Education, Press Opinion, "Public Opinion, Public Relations, Public Support, "School Community Relationship, Superintendents, Theories
Identifiers—\*Dissatisfaction Theory
The dissatisfaction theory of school governance predicts that, when community dissatisfaction with schools is great enough, the following events occur:
(1) public demand increases for new policies and procedures; (2) the number of split votes by the school board increases; (3) the rate of school board member turnover increases; (3) the rate of school board member turnover increases; and (4) involuntary superintendent turnover occurs. The main purpose of this study was to test the dissatisfaction theory of school governance to see if the events it predicts do occur. Three districts with recent labor disputes were selected for a 4-year longitudinal study of community dissatisfaction and its effects. Data were collected from minutes of school board meetings, newspapers, and interviews with school officials. community disastisfaction and its effects. Data were collected from minutes of school board meetings, newspapers, and interviews with school officials. Standards were developed for judging whether observed events matched predicted events, and the theory was modified based on analysis and interpretation of data. Elaborations of the theory were made in the areas of (1) level of community disastisfaction needed to affect change in school governance, (2) split voting patterns by school boards, and (3) interaction between school board member turnover and

split voting by school boards. In cases where pre-dicted events did not occur, a search was made for intervening variables that might explain the theory's failure of prediction. Appended are (1) an index of magnitude-of-demand inputs and (2) the standards used for judging whether or not observed events match predicted events. (TE)

ED 263 685 EA 018 088

Russell, William C.
Litigation and the Policy Process: The Impact of "Sievenson v. Jefferson County Public Schools" on Racially Disproportionate Suspension.
Pub Dato—85

Pub Date—85 Note—92p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (Chicago, IL, March 31-April 4, 1985). Pub Type— Historical Materials (060) — Speeches/Meeting Papers (150) — Reports - De-

Pub Type— Historical Materials (060) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PC04 Plus Postage.

Descriptora—\*Court Litigation, \*Discipline Policy, Educational Policy, Elementary Secondary Education, Equal Education, Racial Bias, \*Racial Discrimination, School Community Relationship, School Desegregation, School Law, \*Student Rights, \*Suspension Identifiers—Kentucky (Louisville), \*Mark Stevenson v Jefferson County Public Schools This study examines discipline policy reform resulting from pressure that arose from a class-action suit, "Mark Stevenson v Jefferson County Public Schools," alleging racially discriminatory discipline policies and procedures. The suit forced the school system and community in Louisville (Kentucky) to negotiate substantially revised discipline policies. The historical context of the case is first reviewed, followed by an indepth discussion of the litigation and its effects on the community. The second and third sections focus on policy revisions arising from the settlement, and on procedures for monitoring compliance with the settlement agreement. The new policies enhanced student rights and emphasized parental involvement and alternatives to suspension and corporal punishment. Statistical analysis of three years of suspension data indicates that implementation of the new policies has been irregular and inadequate, though some progress is reported. Black student suspensions remain disproportionately inadequate, though some progress is reported. Black student suspensions remain disproportionately high, but the problem is evident in fewer schools. Statistical tables are included. (Author/TE)

ED 263 686 EA 018 091 Pavan, arbara Nelson Certified But Not Hired: Women Administrators in Pennsylvania. Pub Date—Oct 85

Pub Date—Oct 85
Note—31p.; Paper presented at the Annual Meeting of the Research on Women in Education Conference (11th, Boston, MA, October 1985), sponsored by the Research on Women in Education Special Interest Group of the American Educational Research Association.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Education, \*Administrator Qualifications, Administrator Qualifications, Employment Statistics, Employment Patterns, \*Employment Opportunities, Employment Patterns, \*Employment Statistics, Females, \*Sex Discrimination

Identifiers-Pennsylvania, \*Women Administra-

Identifiers—Pennsylvania, "Women Administrators
In this study, the percentage of certificates issued
and jobs held by women in Pennsylvania from 1970
through 1984 for the positions of superintendent,
assistant superintendent, secondary principal, and
elementary principal were compared. Findings reveal that the percentage of women being certified
each year is increasing in much greater proportion
than the percentage of women who actually hold
positions at each administrative level. Data on the
number of withdrawals from each position indicate
numerous opportunities for the hiring of women. If,
during the past 15 years, a certified woman had been
hired whenever a position became available, 73 percent of the administrative jobs would now be held
by women. Yet the latest data available show that
only 3.3 percent of superintendents, 7.6 percent of
assistant superintendents, 3.5 percent of secondary
principals, and 16.9 percent of elementary principals are women. Possible reasons for this disparity
include differences in aspiration levels of men and
women and internal or external barriers to achieving

administrative positions. Strategies for overcoming these barriers are discussed. References are in-cluded, along with statistical tables and charts. (Au-

EA 018 092 Sherman, Joel D.

Resource Allocation and Staffing Patterns in the Public Schools.

Public Schoots.
Pub Date—2 Apr 85
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Speeches/Meet-

cation (Chicago, IL, March 31-April 4, 1985).
Pub Type Reports - Research (143) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC92 Plas Postage.

Descriptors—Charts, Educational Economics, \*Educational Trends, Elementary Secondary Education, Expenditure per Student, \*Expenditures, Operating Expenses, \*Public Schools, \*Resource Allocation, School District Spending, \*School Personnel, \*School District Spending, \*School Personnel, \*School District Spending, \*School Personnel, \*School Statistics, Staff Utilization, Tables (Data), Teacher Salaries

Identifiers—National Center for Education Statistics, National Education Association

This paper reviews trends in resource allocations in the public schools over the last 25 years. It focuses specifically on changes in expenditures and school staff for the nation as a whole and for each of the 50 states and the District of Columbia, using data from the National Education Association (NEA). The expenditure analysis using national data sets extends only from 1960 to 1980, since data disaggregated by major function were not available nationally after 1980; but this is supplemented with case studies of recent expenditure trends in California, Florida, and Pennsylvania. Staff trends are analyzed through 1984, since data by staff position were available for more recent years. Tables and charts illustrate the following statistics: (1) teachers salaries as a percentage of current expenditure per pupil; (3) changes in real current expenditure by major functional personnel; and (5) changes in percentage of total expenditures, allocation so that student instruction, fixed charges, and administration, respectively. The conclusion suggests a need for reversing the trend in resource allocation so that student instruction again assumes priority. (TE) assumes priority. (TE)

Hatten, Clyde J. Barlow, John
Missiasippi State Capacity Building Project: Missiasippi Dissemination Program-Linking Mississippi Dissemination Program-Linking Mississippi State Dept. of Education, Jackson.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—8 Apr 85
Grant—MIR.G. 80.0000

Pub Date—8 Apr 85 Grant—NIE-G-80-0020

Grant—NIE-G-80-0020
Note—26p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Consultants, Consultation Programs,
"Diffusion (Communication), Elementary Secondary Education, "Information Dissemination,
"Linking Agents, Program Development, Program Validation, State Agencies, State Departments of Education, "State Programs, State
School District Relationship, "Statewide Planning ning Identifiers—Mississippi, State Capacity Building

Intentifiers—Mississippi, State Capacity Building Program
The Mississippi State Department of Education Dissemination Program undertook a five-year plan from 1980-1985 to develop a coordinated, comprehensive statewide dissemination system for public school improvement throughout the state. The major objectives of the project were to develop the following: (1) a system for collecting, storing, retrieving, and delivering information to Mississippi local education agencies through State Department of Education linking agents and local school media specialists, and (2) a system for discovering the sources of information of all kinds that would be valuable to Mississippi educators as they make decisions that lead to improved educational practices and programs. This document describes the Mississippi dissemination plan in the three key areas of leadership, linkage, and information resources. The first part of the report, "Program Narrative," provides introductory material on this threefold approach, and concludes with a year-by-year overview

of the plan in these three areas for each of the five years. The second part lists and describes program accomplishments and activities in each of the three areas. A brief summary of objectives and accom-plishments follows and the report concludes with eight short statements on the institutionalization of the project. (TE)

ED 263 689 EA 018 094 Norris, Cynthia J.
Brain Dominance Patterns of Tennessee School

Leaders. Pub Date—7 Nov 85

Pub Date—7 Nov 85

Note—31p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985).
Condensation of the more significant findings from the author's doctoral dissertation, "A Discussion of Brain Hemisphere Characteristics and Creative Leadership among Selected Educational Administrators in Tennessee," University of Tennessee, Knoxyville.

Tennessee
This exploratory study investigated the leadership
styles of selected administrators in Tennessee's public schools. Styles of leadership were viewed against
a backdrop of current brain research, and the suba backdrop of current brain research, and the subjects' underlying patterns of cognitive processing were identified by means of a self-report measurement of brain dominance-the Herrmann Brain Dominance Survey-and a researcher-developed questionnaire designed to assess the perceived innovation of each leader. A review of related research supported the belief that certain contrasting leadership qualities are essential to creative leadership; analysis vs. conceptualization; logic vs. intuition; maintenance vs. creativity; task vs. relationship; and stability vs. flexibility. The study viewed cognitive style in relationship to these paired qualities and speculated that leaders who exhibit a holistic dominance style synthesize these qualities most effectively. References are included, along with an appendix containing predominant dominance codes, clusters, and classifications in the Herrmann Brain Dominance Survey. (TE)

EA 018 095 ED 263 690

ED 263 690

Little, Judith Warren Bird, Thomas D.

Is There Instructional Leadership in High Schools? First Findings from a Study of Secondary School Administrators and Their Influence on Teachers' Professional Norms.

Center for Action Research, Inc., Boulder, Colo.; Far West Lab. for Educational Research and Development San Versniger. Cellife

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Apr 84
Grant—NIE-G-82-0020

Pub Date—Apr 84
Grant—NIE-G-82-0020
Note—32p. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Administrator Attitudes, \*Administrator Role, Educational Environment, High Schools, Inservice Teacher Education, Interprofessional Relationship, \*Leadership, Principals, School Effectiveness, \*School Supervision, \*Teacher Administrator Relationship, Teacher Evaluation, Teacher Supervision
Identifiers—\*Instructional Leadership in this 2-year study, the assumptions and methods of role theory were employed to guide the description and analysis of instructional leadership among secondary school principals. This paper reports e-lected findings from the first year's work-a focused ethnographic study of instructional leadership patterns in five secondary schools-based on interviews, observations, and informal conversations with administrators and teachers. After a background discussion of five basic ideas that guided the work and of the contributions and limitations of past research, the study addresses the role of the principal in fostering norms of collegiality and experimentation.

The observation and evaluation of teaching, provisions for curriculum development, involvement in shared planning or preparation of methods and materials, and the design and conduct of inservice education are all examined for the conditions and consequences of the leadership they convey. Data on classroom observation and feedback practices between teachers and administrators serve to illustrate the range of leadership strategies and to make a case for the probable connections between those strategies and school improvement outcomes. An extensive bibliography is included. (TE)

ED 263 691 EA 018 099

ED 263 691

Furzi, Lyndon G.

Biblical Antecedents to Fiscal Equity: Policy Implications for Education.

Pub Date—Apr 83

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-14, 1983). 1983).

1983).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/FC02 Plus Postage.
Descriptors—Ancient History, "Biblical Literature,
Christianity, "Educational Equity (Finance), Educational Philosophy, Educational Policy, Educational Principles, Elementary Secondary
Education, Equal Education, Equalization Aid,
Finance Reform, "Foundations of Education, Full
State Funding, Government School Relationship,
Judaism, "Religion
Identifiers—New Testament, Old Testament
Most arguments for fiscal equity in financing
America's schools have been based on constitutional provisions and on the socio-political dogma
that underlies a democratic society. This paper ap-

America's schools have been based on constitutional provisions and on the socio-political dogma
that underlies a democratic society. This paper approaches the subject using as its theoretical basis a
document even more basic to the founding of the
republic than the Constitution—the Bible. Using the
King James Version of the Bible as a data source, a
conceptual analysis of both the Old and New Testaments is undertaken to indicate strong support for
the concept of fiscal equity in the financial support
of education in America. This Biblical support is not
only for the general concept of equalization, but also
for some of the current measures that have been
suggested, and are in some cases being employed, to
equalize wealth disparities within states. The two
most common proposals for equalization in education, full state funding and district power equalizing,
have conceptual support in the Bible. There is also
a Biblical basis for recapture provisions that are currently not very popular on the political scene. (Author/TE)

ED 263 692 EA 018 118

Gipson, Joella
Annotated Bibliography on School Finance: Policy and Political Issues; Federal Government; State Issues; Non-Public Schools; Accountability.
Pub Date—31 Oct 85

Note—28p.

Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Accountability, Annotated Bibliographies, \*Educational Finance, Elementary Secondary Education, \*Pederal Government, Government School Relationship, Periodicals, \*Politics of Education, \*Private Schools, \*State School District Relationship
Limited to periodical literature, this annotated bibliography on school finance contains \$1 refer-

Limited to periodical literature, this annotated bibliography on school finance contains 81 references grouped in 5 categories: (1) policy and politica issues, (2) federal government, (3) state issues, (4) aid to nonpublic schools, and (5) accountability. Following the bibliographic citations, annotations range from 4 to 15 lines and conclude by listing the number of references included in the article. The earliest citation noted is from 1972. Articles from "Phi Delix Kannan" are frequently cited for exampless of the control earliest citation noted is from 1972. Articles from "Phi Delta Kappan" are frequently cited; for example, of the 26 articles cited in the first category-policy and political issues-16 are from "Phi Delta Kappan." Among other periodicals frequently cited are: "The American School Board Journal," "Today's Education," "National Association of Secondary School Principals Bulletin," and "Educational Leadership." (MLF)

EA 018 234 Fauske, Janice R. Ogawa, Rodney T.
How a Faculty Made Sense of the Impending Succession of its Principal, Revised.
Pub Date—85

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). For a later version, see EA 018 041. Full Type—Reports - Research (143) EDRS Price - MF01/PC02 Plas Postage. Descriptors—Administrator Attitudes, Administrator Characteristics, Case Studies, Elementary Schools, Elementary Secondary Education, Interviews, \*Organizational Change, Organizational Climate, \*Organizational Theories, \*Principals, \*Teacher Administrator Relationship, \*Teacher Attitudes, Teacher Morale, Teacher Supervision Identifiers—\*Gephart (R)
This study sought to describe how an elementary school faculty made sense of the impending succession of its principal, and to extend Gephart's effort to develop a grounded theory of leader succession by examining an unforced succession in an organization whose members exerted little if any influence on the selection process. On the basis of interview and observational data, four prevailing norms were identified: a strong sense of order, the instructional isolation of teachers, he lack of personal contact and support for teachers, and the importance of executations. Findings confirmed Gephart's thesis and support for teachers, and the importance of ex-pectations. Findings confirmed Gephart's thesis that the faculty degraded the status of its departing principal, but this status degradation was based on an interaction of professional and organizational an interaction of professional and organizational norms rather than solely on organizational norms. The conclusion suggests that Gephart's theory of succession would have to be adjusted to accommodate the influence of sources of norms external to the organization. References are included. (Au-

ED 263 694 E.D 263 694

Bird, Thomas D. Little, Judith Warren
Instructional Leadership in Eight Secondary
Schools, Final Report.
Center for Action Research, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date... Jun 265 EA 018 264

Washington, DC.
Pub Date—Jun 85
Grant—NIE-G-82-0020
Note—281p.; Tables use small print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Administrator Attitudes, Administra-

tor Role, Case Studies, Decentralization, Educator Role, Case Studies, Decentralization, Educational Environment, Interprofessional Relationship, \*Leadership, Leadership Responsibility, Organizational Climate, Organizational Communication, Participative Decision Making, Peer Evaluation, \*Principals, \*School Organizations, Secondary Education, \*Secondary Schools, Supervisory Methods, Surveys, \*Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Supervision. \*Teacher Supervision
Identifiers—\*Instructional Leadership
This study examined instructional leadership in

eight diverse secondary school in four urban, sub-urban, and small-city school districts in one western state. The aim was to gain access to a set of schools that provided both variety in instructional leader-ship and diversity in school size, organization, grade level, faculty and student characteristics, and cirsevei, ractury and student characteristics, and cir-cumstances. Case studies were conducted in five schools during the first year, and a survey of expec-tations and practices-developed from findings of the case studies—was distributed to administrators, department heads, and teachers in these five and three other schools during the second year. This three other schools during the second year. This report begins with an extensive summary of the methodology, findings, and implications of the study as a whole. This is followed by chapters in which the following topics are discussed in depth: (1) theory and action (leadership and the character of schools): (2) views of instructional leadership (a review of the literature); (3) control, freedom, and opportunity (the school as an informal organization); (4) findings on instructional leadership from the five case studies; (5) observing and being observed at work (findings from the survey); and (6) served at work (findings from the survey); and (6) leadership by teachers. Results of the survey are tabulated, and six pages of references are included.

## EC

ED 263 695 EC 180 962 Anderegg, David And Others Strategy Training Project. Final Report.

Research Inst. for Educational Problems, Cam-

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Jun 85 Grant—G00820060

Oran — Good 20060 Note — 130p. Pub Type — Reports - Research (143) EDRS Price - MF01/PC06 Plus Postage

Descriptors—Classification, \*Cognitive Processes, Elementary Education, Reading Comprehension, \*Reading Difficulties, \*Reading Instruction,

"Reading Difficulties, "Reading Instruction, "Transfer of Training Forty-seven reading disabled children whose ma-jor reading problem was comprehension partici-pated in a study to examine the effects of interventions designed to structure information in encoding and recall through the use of categorization strategy. Short term treatment consisted of four tutorials over a 2-week period. Long term treatment I consisted of eight tutorials over 4 weeks (an exten-sion of the short term treatment). Long term treatment 2, also eight tutorials over a 4-week period, included material from content areas studied in the regular classroom. A control group was not exposed regular classroom. A control group was not exposed to the strategy training curriculum or any other type of group experience. Measures of clustering and recall were used to assess the impact of the strategy training curriculum. There were no differences in training curriculum. Inere were no differences in the degree of categorization evident in the recall protocols of trained and control Ss with respect to picture stimuli. There were also no significant differ-ences between Ss in long term and short term train-ing conditions regarding adjusted ratio of categorization (ARC) scores. Comparisons between treatment and controls showed no significant effects of training, and extent of training had no significant effect on recall of items from either blocked or unblocked prose stimuli. Practical and design-related concerns were noted to affect data collection and research results. It is noted that "uninsightful" poor readers (i.e., those requiring additional steps in the training process) did improve as a result of their exposure to strategy training. (CL)

ED 263 696

EC 180 963

Spear, Beatrice
The Use of Criteria in Special Education Placement Decisions for Hearing Impaired Students.
Final Project Report.
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—[85]
Grant—G008302278
Note—1801

Grant—0008-002278
Note—180p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Case Studies, \*Decision Making, Elementary Secondary Education, \*Hearing Impairments, Simulation, \*Student Placement,

Teamwork

To investigate the variables considered important to decisionmakers on an individual basis and within the natural context of the committee meeting, 110 members of 26 Committees on the Handicapped, and 102 members of ancillary professional groups responded to simulated case studies of hearing impaired children. Sa assigned the simulated cases in one of eight placement choices. Committee members also convened to place one randomly selected oers also convenue to piace one randomy selected case. The instruments consisted of questionnaires requesting demographic information, 279 computer generated case studies of hearing impaired children, and a teacher report regarding one randomly se-lected case study. Data collection resulted in 2120 lected case study. Data collection resulted in 2120 individual placements and 26 simulated debates regarding the randomly selected case. Analysis of the data showed that the Sa placed relatively different importance on the variables although several emerged as important to all groups. Analysis of committee placements indicated a tendency toward more restrictive placements than those made in the individual task. Anecdotal information indiciated that the committee was the teacher report and the state of the committee was the teacher report and the state of the committee was the teacher report and the state of t that the committees used the teacher report and/or parent preference as basis for the debates. Appendi-ces include the study questionnaires, a group of 10 case studies, and the computer program used for the study. (CL)

ED 263 697

EC 180 964

Feer, Michael Feer, Michael
A Computer-Based Curriculum for Head-Injured
Students, Intended for Implementation in the
Massachusetts Public Schools.
Spons Agency—Massachusetts State Dept. of Education, Boston, Div. of Special Education.

Pub Date—[85] Grant—253-007-5-5274-7

Grant—235 Note—175p. Puh Tyne— Reports - Descriptive (141) — Opinion

Note—175p.
Pub Type—Reports - Descriptive
Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Cognitive Development, \*Cognitive
Processes, \*Computer Assisted Instruction, Elementary Secondary Education, \*Microcomputers, \*Neurological Impairments, Program

\*\*Therapy\*\*

\*\*Massachusetts\*

mentary Secondary Education, Program cers, "Neurological Impairments, Program Descriptions, Therapy Identifiers—"Head Injuries, "Massachusetts The report discusses a program incorporating cognitive therapy with microcomputer technology for head injured students. The goals of cognitive rehabilitation are introduced, the nature and extent of the head injury problem analyzed, and social, emotional, and educational considerations of adolescent head injury illustrated through a case study. The relationship of the computer to cognitive therapy is examined, and advantages of computer applications stressed. The program at a special school for handicapped students is reviewed, its computer components described, and the program's four sectors considered: stress management, retraining of lower nents described, and the program's four sectors considered: stress management, retraining of lower level thinking skills, instruction in higher level conceptual skills, and peer support. Software examples used for each component are detailed, and sources of software are discussed (in-house, public domain, commercial). Additional information is provided on peripherals and "typical" sessions. Following case history data, the report examines implementation of such a program within the public schools. A list of software sources and an annotated bibliography conclude the document. (CL)

ED 263 698 EC 180 965

Glimps, Blanche Jackson
The Challenges in Effectively Involving Rural
Black Parents of Handicapped Children. Pub Date—[85]

Note-13p.

Note—13p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Black Family, \*Disabilities, Parent
Participation, \*Parent School Relationship,
School Role, Teacher Role

School Role, Teacher Role

The paper examines the characteristics of black rural families and explores strategies for promoting the parent-school relationship in the education of black rural handicapped children. The importance of families as resources for handicapped children is stressed, although the lack of attention to family and cultural affiliation is seen to reduce the effectiveness of early intervention. Among characteristics noted of black rural families are readily identifiable family structure, a well established relationship between siblings, and a general sense of optimism about the child's future. The paper stresses the need for educators to familiarize themselves with their students' cultural orientation. Strategies for encouraging parent participation in school are suggested, including ent participation in school are suggested, including flexibility in scheduling, alternative meeting for-mats, and use of black parents in leadership roles within the school. (CL)

EC 180 966 Murphy, Linda Corte, Sazanne Della Special Parent/Special Child Practical Pointers for Parenting Handicapped Children, Volume I, Nos. 1-6, January-December 1985. Pub Date—85

Note—47p. Available from—Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 (\$15.00 year, \$3.00 per

Journal Cit—Special Parent/Special Child; v1 n1-6 Jan-Dec 1985

Jan-Dec 1985
Pub Type— Journal Articles (080) — Guides Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Change, Behavior Problems, \*Communication Skills, Coping, \*Disabilities, \*Discipline, Family Relationship, \*Parent Role, \*Play, Recreation, Siblings, Speech Skills, Stress Variables, Young Children
Six issives of the newsletter address practical matters for parents of handicapped children. The first issue examines behavior and offers suggestions such as avoiding inconsistency and idle threats while holding reasonable expectations. The second issue continues the discussion on behavior with ideas for disciplining the child fairly but effectively, especially regarding eating habits, bedtime behavior, and

public behavior. The third issue focuses on enhancing speech and communication skills and includes a review of normal speech development and a discussion of ways parents can help promote speech. The fourth issue emphasizes the value of play, offering suggestions for indoor and outdoor play. Outdelines for preparing the young child for school and rights of the parent of a handicapped child are summarized in the fifth issue. The final issue focuses on relationships within the family of the handicapped child. Additional columns in each issue give a psychologist's viewpoint on siblings, acceptance of the child's disability, and hints for stress management. (CL)

ED 263 700 EC 180 967
Williams, Robert E. And Others
Social and Emotional Development of the Learning Disabled.
Pub Date—Apr 85
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1995).

1985).

1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Emotional Development, \*Learning Disabilities, Locus of Control, Self Concept, Sex Differences, \*Social Develop-

ment
Four studies were conducted examining aspects of
the social-emotional development of learning disabled elementary and secondary aged individuals.
Results of the studies showed that learning disabled
(LD) Se had significantly lower self-concepts than
non-learning disabled (NLD) subjects, but did not non-learning disabled (NLD) subjects, but did not show significantly greater discrepancy between self-and ideal self-concepts; were significantly more internal with respect to locus of control for intellectual achievement, but were significantly more external with respect to failure in intellectual achievement; and showed no differences in comparison with NLD subjects in levels of masculinity and levels of femininity. Results suggested that though differences in social-emotional problems of LD adoptions with the results with the property as in the property of the prop lescents exist, they may not be as pervasive as is commonly believed. (Author/CL)

EC 180 968 ED 263 701

Lowenthal, Barbara
The Preschool Program of School District 21.
Pub Date—82

Pub Date - 82
Note--6p.; A publication of the Illinois Council for
Exceptional Children.
Journal Cit--ICEC Quarterly; v31 n2 p14-17 Spr

1982
Pub Type— Reports - Research (143) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Disabilities, Handicap Identification, Parent Participation, Preschool Curriculum,
\*Preschool Education, Program Descriptions, Program Effectiveness, Referral, Screening Tests Identifiers—\*Wheeling School District 21 IL

The history and effectiveness of the Preschool Program of School District 21 (Wheeling, Illinois), an innovative program for handicapped preschoolers, are described. Referrals come from a variety of sources and result in screening tests conducted by ers, are described. Referrals come from a variety of sources and result in screening tests conducted by an interdisciplinary team. Individualized Education Programs for enrolled program children are drawn up. The curriculum stresses language learning, gross and fine motor coordination, cognition, social perception and self-help skills. Ongoing evaluation is incorporated into the program. Parent participation is sought through regular conferences, observation, and workshops and education groups. Follow-up evaluation revealed that 36% of former students (January 1973-June 1977) are in regular K-3 classes. (CL)

EC 180 969

ED 263 702

Lowenthal, Barbara
Classroom Classics: Natural Language Stimulation
for Language Delayed Children.
Pub Date—84

Pub Date—84
Note—5p.; A publication of the Illinois Council for Exceptional Children.
Journal Cit—ICEC Quarterly; v33 n2 p13-15 Spr

1994
Pub Type— Journal Articles (080) — Guides Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptora—Communication Skills, Early Childhood Education, \*Language Acquisition, \*Lan-

guage Handicaps, Parent Role, \*Stimulation, Syntax, Teacher Role, Teaching Methods, Vocabulary Development
The paper describes methods of natural language enhancement which both teachers and parents can use with young children who have language delays. The importance of connecting language to meaningful, functional communication is stressed. The reinforcement for the child becomes the adult's natural and spontaneous response. Adults, then, must prove to children that words work. Expansion, one method of language enhancement, builds the child's immature responses into more mature syntax. Parallel talk is another technique, in which adults supply children with short phrases describing their actions. Parents and teachers use self-talk when they describe their own thoughts and actions in short phrases and sentences, thus modeling language. A fourth language stimulation method is providing as many experiences as possible with concrete objects in relation to natural, meaningful situations at school or in the home. (CL)

Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia.

Virginia, Virginia State Dept. of Education, Richmond. Of-fice of Special and Compensatory Education. Pub Date—Sep 84

Note-149p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

als (090)
EDRS Price - MF01/PC06 Plus Postags.
Descriptors—Delivery Systems, \*Disabilities, Due
Process, Elementary Secondary Education, Eligibility, Evaluation Methods, Federal Aid, \*Federal
Legislation, Financial Policy, Handicap Identification, Individualized Education Programs, \*Legal Responsibility, Program Administration,
Referral, \*School Districts, Screening Tests, State
Aid, \*State Legislation, \*State Programs, Student
Evaluation. Evaluation

Identifiers-Virginia Identifiers—"Virginia
The regulations interpret Virginia's special education legislation as well as P.L. 94-142, the Education
For All Handicapped Children Act. Responsibilities
of the State Department of Education, including
preparing and submitting for approval the Amended
Annual Program Plan for the Education of the
Handicapped, are considered. The bulk of the regulations focus on six areas of responsibility of local lations focus on six areas of responsibility of local lations focus on six areas of responsibility of local school divisions and state agencies: (1) identification, evaluation, and eligibility (screening, referral, evaluation, eligibility); (2) service delivery (Individualized Education Programs); (3) procedural safeguards (due process, confidentiality, complaint procedures; (4) requirements for establishing surrogate parent procedures for local school divisions and applicable state agencies and institutions (role, appointment, and rights of surrogate parents); (5) administrations and appearance (services). pointment, and rights of surrogate parents; (3) ac-ministration and governance (personnel development, regional programs); and (6) funding (reimbursement to local school divisions and state operated programs, state funds, federal funds). The final section considers responsibilities of state boards, agencies, and institutions for education and training of children in residence or custody. (CL)

ED 263 704 EC 180 971

Brown, Freda uthanasia, Selective Abortion and Educability: A Survey of the Literature and the TASH Member-

ship. Pub Date—[82]

Pub Date—[82]
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Abortions, Ethics, Infants,
Media, Publicity, "Severe Disabilities, "t
Mental Retardation, Values
Identifiers—"Euthanasia

Identifiers—\*Euthanasia

The study explored what sources were responsible for exposing professionals to issues of euthanasia of handicapped infants, selective abortion of severely handicapped fetuses and the educability of profoundly retarded persons, and what sources professionals thought were most appropriate for the dissemination of information. The study consisted of two parts: (1) a review of four journals to examine coverage of the issues, and (2) a survey administered to The Association for the Severely Handicapped (TASH) membership to examine members' perceptions on the coverage of the issues and perceptions on the coverage of the issues and TASH's role in the issues. The review of the journals resulted in a total of 23 issue articles in 10 years. The

survey suggested that the mass medis was providing most of the information on euthanasis and selective abortion, while professional journals provide the most coverage of the educability issue. Respondents (N=90) saw a general need for more coverage on all of the issues. Data also suggest that selective abortion is the least agreed upon issue among respondents; there was a fairly equal split between those who thought that TASH should take a strong position on the issue and those who thought that TASH should avoid taking a position. References, tables, and the survey instrument are appended. (Author/CL)

ED 263 705

EC 180 972

Self-Protection for the Handicapped: A Curriculum Designed to Teach Handicapped Persons to Avoid Exploitatioa.

Kent Public Schools, Wash.
Spons Agency—Department of Education, Washington, DC.
Pub Date—[85]

Note—370-Quides - Classroom - Teacher (052)

EDRS Price - MPDI-PC15 Plus Postage.

Descriptors—Curriculum, "Interpersonal Competence, Learning Activities, "Moderate Mental Retardation, "Prevention, "Severe Disabilities, "Sexual Abuse, "Social Development The curriculum is a modification and adaptation of the special education curriculum on sexual ex-EC 180 972

"Sexual Abuse, "Social Development
The curriculum is a modification and adaptation
of the special education curriculum on sexual exploitation for mildly retarded students developed by
Seattle Rape Relief. A Title IV-C Developmental
Grant was written to develop a curriculum to meet
the needs of moderately and severely handicapped
students. The curriculum was subsequently evaluated by a state panel and selected as a model program for adoption in the state of Washington. The
curriculum consists of 11 units: (1) identifying relationships; (2) precautions to take with strangers; (3)
private body parts; (4) saying "no"; (5) protecting
information; (6) travel safety; (7) social situations;
(8) home safety; (9) authority figures; (10) exploitation in exchange for favors, gifts, and kindness; (11)
reporting exploitation. The first five units are intended to help students acquire general information
and skills needed for self protection, including discriminating strangers and learning the appropriate
enses of certain activities with strangers. Appropriate
and inappropriate touching is discussed, as are examples of "safe" and "unsafe" information to give
strangers. Units 6-11 feature self protection in specific situations. Units include information on materials, activities, and alterations. (Author/CL)

ED 263 706 EC 180 97 Inter-Ministry Child Abuse Handbook: A Coordi-nated Approach for Professionals Dealing with Child Abuse in British Columbia. Revised Edi-EC 180 974

British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Health, Vancouver.; British Columbia Dept. of Human Resources, Vic-

Report No.—ISBN-0-7718-8480-X Pub Date—85

Note—102p.; The British Columbia Ministry of At-torney General was also involved in the compila-

torney General was also involved in the compila-tion of the document.

Available from—Queen's Printer, Parliament Build-ing, Victoria, B.C., Canada V8V 4R6.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01/PC05 Plus Postage.

Descriptors—"Agency Cooperation, "Child Abuse,
"Child Neglect, Cooperation, Elementary Sec-ondary Education, Evaluation Methods, "Gov-ernment Role, Health Services, "Intervention,
"Sexual Abuse"

ernment Role, Health Services, "Intervention, "Sexual Abuse
Identifiers—"British Columbia
The handbook details British Columbia's policies
and systems to coordinate services for child abuse.
The initial chapter presents an overview of the issue, focusing primarily on child abuse and the law, and considers such aspects as obligation to report and confidentiality. The remainder of the handbook specifies responsibilities and procedures for four connectuality. The remainder of the manuscous specifies responsibilities and procedures for four governmental agencies: The Ministry of Human Resources (sexual abuse within and outside the home, physical abuse within and outside the home, and mandates and definitions); the Ministry of Attorney General (ed. of the international control of the control mandates and demutoms; the Ministry of Additional Ceneral (role of the justice system, policies, crown counsel, corrections, and the court system); the Ministry of Health (role of health professionals and of physicians in incidents of physical and sexual abuse); and the Ministry of Education (indications of possible abuse and neglect, the role of educators,

reporting responsibilities). Included in appended materials are guidelines for investigative interview-ing of child victims of sexual abuse and signals of ible abuse. (CL)

EC 180 976 ED 263 707

ED 263 707 EC 180 976
Healy, Alfred And Others
Early Services for Children with Special Needs:
Transactions for Family Support.
Iowa Univ., Iowa City. Univ. Hospital School.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date-85 Grant-MCJ-193002

Grant—MCI-193002
Note—202p; Developed by the Division of Developmental Disabilities.
Pub Type—Books (010) — Information Analyses (070) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Child Development, Curriculum Development, \*Delivery Systems, \*Disabilities, \*High Riak Persons, Infants, \*Intervention, Parent School Relationship, \*Public Policy, \*Services, Young Children
The book is intended to link knowledge and application in early intervention services for very young

cation in early intervention services for very young disabled and at-risk children. An introductory chapdisabled and at-risk children. An introductory chapter analyzes major issues and sources of controversy in the field: family support and the nature of early intervention, parental empowerment and involvement, the science of early intervention, service organization, and training. Chapter 2 examines ways in which themes of early development should be incorporated into services for at-risk and disabled children. The next four chapters examine issues related to the following key topics: parent-professional interactions (parental decisionmaking, differing perceptions, communication skills); developmental programs (the assessment-intervention continuum, qualitative vs quantitative measures of efficacy, interdisciplinary function); social attitudes and social policy (relationship between research and policy formation, socioeconomic risk, need for advocacy); and service delivery and organizational considerand service delivery and organizational considerations (preservice and inservice training, case man-agement, decisionmaking processes). A final chapter lists action steps for early intervention procampier issue action steps for early intervention pro-grams in the areas of mission statements, practices and efficacy, parent-professional interaction, ser-vice organization, service promotion, staff training, parent-professional relations, service coordination, and program promotion. Appended material in-cludes a categorized annotated bibliography on the tonic (C1)

ED 263 708 EC 180 978

Goldin-Meadow, Susan Mylander, Carolyn The Development of Morphology without a Conventional Language Model.

Pub Date—54
Note—19p.; In: CLS20. Papers from the Regional
Meeting of the Chicago Linguistic Society (20th,
1984), edited by Joseph Drogo, et al. p.121-135.
Small print may affect legibility.
Pub Type—Speeches/Meeting Papers (150) — Re-

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Deafness, "Language Acquisition, "Morphemes, "Morphology (Languages), "Sign Language, Young Children
The study examined whether deaf children's ges-

ture systems are structured at the morpheme level of analysis. A 3-year-old deaf child from the auor analysis. A "year-old dear child from the ab-thors" previous study was selected and all of his characterizing signs produced during a 2-hour natu-ralistic play session in his home were videotaped. Each sign was coded in terms of its handshape, mo-tion, and place of articulation. Analysis revealed that his signs could be described in terms of handshape form/measuring categories and motion form-/meaning categories. His signs were composed of a limited and discrete set of 10 hand and 9 motion forms each of which was consistently associated torms each or which was consistently associated with a distinct meaning and recurred across lexical items. Further analysis suggested that he used discrete forms to represent objects, actions, and traits in his world despite the fact that one can manually represent movements and shapes in a continuous fashion. His signs also appeared to be organized in relation to one another, as opposed to being orga-nized only in relation to the objects they represent.

ED 263 709 EC 180 979 uters in Special Education: A Report from

the European Conference concerning Teachis and Training the Handicapped through the Net Information Technology (1st, Middelfart, Der mark, May 7-11, 1984).

Spons Agency—Commission Europeennes (Luxembourg). Pub Date—Mar 85 -Commission des Communautes

Pub Date—Mar 85
Note—146p.; The conference was arranged and carried through in cooperation between the Danish and European Association of Special Education and the Danish Ministry of Education. Support was also provided by the Nordic Council.
Available from—Postgiro 8 00 71 52, DFSP., c/o S.P. Christensen, DK-6670 HOLSTED, Denmark (80 Danish Krone).
Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141) — Opinion Papers (120)
EDBS Price - MERI Plus Boston DC Not April

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, \*Disabilities, Elementary Secondary Education, \*Foreign Countries, \*Information Science, Microcomputers, \*Special Education

Twelve papers are presented from a conference on special education and information technology. The conference featured 130 participants from 15 countries. The following titles and authors are rep countries. Ine ronowing tutes and autors are rep-resented: "Computer as a Communication Aid" (A. Fleischer); "Computers in Special Education" (F. Dalhoff); "Experiences Using Computer-Assisted Communication Aids" (F. Johnston); "Computer Based Communication Aids for Non-Vocal Handicapped Persons: Experiences and Perspectives in the French Rehabilitation Center of Kerpape" (A. the French Rehabilitation Center of Kerpape" (A. Sylvestre); "What Can We Use Microcomputers for in Schools?" (C. Wang); "Use of Computers in Special Schools: Report on Experience in the Classroom" (P. Murphy); "The Computer as an Educational Tool" (B. Pedersen); "Computers in Special Education" (B. Larsen); "Using Micros in Special Education in England, Wales and Northern Ireland" (M. Hope); "Computers in Special Education: Eurydice" (N. Levysohn); "A Help to Meet the Information Explosion" (H. Kristiansen); and "Advantages and Drawbacks of the Information Technology in Relation to the Definition "Handicap"" (J. Hansen). (CL)

ED 263 710 EC 180 980

Roeder, Cindy And Others
The Secret Ingredients in Gifted Children's Pro-

ductivity.
Pub Date—82 Note-35p.

Note—35p.

Pub Type— Speeches/Meeting Papers (150) —
Guides - Non-Classroom (053)

EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—Case Studies, "Creative Development, Elementary Secondary Education, "Gifted, Parent Influence, Parent Role, "Personality Traits, "Productivity," Teacher Role

Case studies of six gifted productive youth (9-18 personality were conducted to search for the special

case studies or six gitted productive youth (9-18 years old) were conducted to search for the special environmental conditions and personality characteristics that precede and accompany such productivity. Interviews were held with the students, their parents, and their teachers. Students were also reparents, and theer teachers. Students were also re-quested to keep a journal to record their feelings about themselves and important others, and infor-mation about the origin and development of their creative idea. Based on observations in the case studies, implications for teachers are noted regardstudies, implications for teachers are noted regarding enhancing productivity. Among implications are that teachers ahould encourage risk taking and learning to feel "OK" about being wrong, teachers cam model the use of analogies in analyzing and understanding situations; and teachers should realize the scope of positive impact they can have on the control of the student creativity and productivity. Among sugges-tions noted for parents are to listen to their children, provide them quiet and privacy, and promote inter-actions with professionals in fields of interest. (CL)

ED 263 711 EC 180 981 A Review of Montciair's Special Education Pro-

Pub Date—Sep 85

Note—30p. Available from—Montclair Association for Special Education, c/o Judith Kahan, 1127 South Moun-tangulair, NI 07042 (\$3.50 includes tain Ave., Montclair, NJ 07042 (\$3.50 includes postage and handling).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Parent Associations, Parent Role, \*Program Evaluation, Special Education Identifiers—\*New Jersey (Montclair)

The report presents findings of a parent-organized and parent-conducted evaluation of special educa-

tion services in Montclair, New Jersey. Parents visited classrooms (resource rooms and self-contained classes) and interviewed staff. Findings and recom-mendations address the following topics: identification of children (classification by school and service); programs (class size limits and service delivery options); administrative personnel; spe livery options); administrative personnet; special education faculty and staff; educational facilities (violations of state code); the issue of early identification of learning disabled students (options of retention or participation in the Basic Skills Improvement Program and reasons for resistance to early identification); the issue of labeling; the status of informing parents about their legal rights; budget information, comparison of aversace costs of educations. information (comparison of average costs of educating handicapped students in the district with state average); and curriculum (needs for increased use of computers in the high school and for guidance coun-selors in secondary programs). (CL)

EC 180 982 ED 263 712
Care of Institutionalized Mentally Disabled Persons. Joint Hearings before the Subcommittee on the Handicapped...and the Subcommittee on Labor, Health and Human Services, Education, and Related Agencies...United States Senate, Ninetty-Ninth Congress, First Seasion, on Examining the Issues Related to the Care and Treatment of the Nation's Institutionalized Mentally Disabled Persons. Part 1 and Part 2 (April 1-3, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.; Congress of the U.S., Washington, D.C. Senate Committee on La-

bor and Human Resources. Report No.—Senate-Hrg-99-50-Pt-1

Pub Date—Apr 85 Note-951p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

ass (1990)
EDRS Price - MF06/PC39 Plus Postage.
Descriptors—\*Child Abuse, \*Civil Rights, Hearings, \*Institutionalized Persons, \*Institutions, Mental Disorders, \*Mental Retardation

The proceedings of public hearings on issues re lated to the care and treatment of institutionalized mentally disabled persons are presented. Among the issues addressed are physical abuse and mal-treatment of residents, encessive restriction of patreatment of residents, excessive restriction of pa-tients' liberties, absence of programing, and efforts to remedy these problems. Documentation ap-pended to Part I includes a report of the Joint Com-mission on Accreditation of Hospitals, and the responses of W. Bradford Reynolds to questions submitted by Senator Weicker on the report: "Staff Report on the Institutionalized Mentally Disabled." The staff report (printed separately as Part 2) pres-ents findings from a study of environmental condi-tions and physical health and safety in state mental hospitals. Staff visited 31 facilities and conducted an estimated 600 interviews with staff, patient, resiestimated 600 interviews with staff, patients, resi dents, facility administrators, state and federal offi-cials and others in the field. It was concluded that cials and others in the field. It was concluded that on many wards, parents /residents are vulnerable to abuse and serious physical injury; that hospital staff are also at risk of serious physical injury; and that living conditions in many institutions are unacceptable. Interviews also suggested that there is little treatment other than medication provided in many institutions. Monitoring information is reported in terms of accreditation and certification of state hospitals for the mentally ill certification of institutions. terms of accreditation and certification of state hos-pitals for the mentally ill, certification of institutions for the mentally retarded, and the Civil Rights of Institutionalized Persons Act. Further consider-ations for institutionalization of both the mentally ill and the mentally retarded are noted. The federal government's role with mental health systems is ex-amined, including agency programs and federal initiatives. The final chapter reviews judicial deci-sions on constitutional rights of the mentally dis-abled, the right to treatment, and the right to refuse treatment. (CL)

ED 263 713 EC 180 983

School-Based Support Teams, 1981-82 and 1982-83. E.H.A. Part B Flow-Through Entitlement. O.E. E. Faulaution Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Mar 84

Note-80p.; Prepared by the Special Education Evaluation Unit.

Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Ancillary School Services, Criteria,
\*Disabilities, Elementary Secondary Education,
Individualized Education Programs, \*Mainstreaming, \*Student Evaluation, Student Placement, Teamwork

Identifiers-New York (New York), \*School Based

Support Teams
The report documents the 1981-82 and 1982-83 cycles of School-Based Support Team (SBST) services administered by the New York City Public Schools Division of Special Education. SBSTs include school social workers, psychologists, and educational evaluators as core members and are intended to provide consultation and support to regular education teachers and pupils, assess and make recommendations for referred pupils, and provide related services to students in all settings. Four chapters present findings, conclusions and recommendations in the following areas (sample subtopics in parentheses): (1) SBST implementation (activities, staff); (2) evaluation of the program objective of providing timely assessment of all students referred for evaluation (comparison of compliance statistics by school level, district, and region); (3) student movement within and out of special education (least restrictive environment movement and student movement within an out or appeared educa-tion (least restrictive environment movement and decertification citywide); and (4) individual student data (parent involvement and recommended trans-fer). Another chapter presents interviews with SBSTs, members of the Committee on the Handicapped, and school staff regarding such aspects as SBST criteria for transfer or decertification and pro-visions for mainstreaming. The final chapter summarizes conclusions, including marked improvement in the 1982-83 timely assessment ob-jective and substantial variability in decertification jective and substantial variability in decertification and in least restrictive environment movement. Recommendations are made for developing uniform guidelines regarding individual education program reviews, criteria for transfers, and provisions and criteria for mainstreaming. (CL)

ED 263 714 EC 180 92 Individualized Reading Services for Handicapped Students, 1982-83. Chapter I/P.S.E.N. Annual EC 180 984

Evaluation Report.

New York City Board of Education, Brooklyn, N.Y.

Office of Educational Evaluation.

Pub Date-83

ote—68p.; Prepared by the Special Education Evaluation Unit. Pub Type— Reports - Research (143) — Reports - Evaluative (142)

Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Diagnostic Teaching, \*Disabilities,
Elementary Secondary Education, \*Individualized Reading, Program Effectiveness, Reading
Comprehension, \*Reading Improvement, \*Reading Instruction, \*Remedial Reading
The report presents evaluation data on a program
to provide remedial reading instruction to eligible
handicapped students in public and nonpublic
schools. Students received individualized, diagnostic prescriptive instruction from a program remedia-

schools. Students received individualized, diagnostic prescriptive instruction from a program remediation team consisting of a reading teacher and paraprofessional assistant, as well as from their classroom teacher. During the 1982-83 school year, the program served a total of 16,265 students, of whom 226 were in noapublic schools. Nearly three-fifths were served in classes for learning disabled students and one-fifth in classes for emotionable students and one-fifth in classes for emotionable students and one-fifth in classes for emotionable students and one-fifth served remotionable students and one-fifth and served remotionable students and one-fifth and served remotionable students and one-fifth and served remotionable served remoti abled students and one-titus in classes for emotion-ally handicapped pupils. Analyses of qualitative data (from program observations and staff inter-views) and quantitative data (from criterion- and norm-referenced tests) indicated that the program was fully implemented and effectively promoted was fully implemented and effectively promoted reading skill mastery and general improvement in reading comprehension. Among additional findings were that mastery rates were highest for elementary students in the regions and for high school students in citywide services, and that mean gain in normal curve equivalents for program students was higher than that for a non-program comparison group. Recommendations are made regarding teacher training, teacher cooperaton, and parent education. (CL)

ED 263 715 EC 180 985 Career Preparation Program, 1984-1985. P.O. 89-313, Final Report. New York City Board of Education, Brooklyn. Of-fice of Educational Assessment.

-85

Note—24p.; Prepared by the High School Evaluation Unit. For related document, see EC 180 986. Pub Type—Reports - Evaluative (142) EDRS Price - MF01/PC01 Pius Postage. Descriptors—°Career Education, \*Disabilities, Program Development, \*Program Effectiveness, Transitional Programs, \*Truancy Identifiers—New York

The report describes the development and effectiveness of a program designed to help handicapped students fomerly served within New York state operated or supported school settings make the transition into public (local) high schools. Teacher-trainers provided services through two program components: career-related knowledge, skills, and vocational attitudes or behavior of students who regularly attend classes; and attendance improvement, which focused on students with histories of excessive absences. While the career-related knowledge and skills and the vocational attitude objectives were both met, the attendance improvement objective was not. Staff were generally positive about the program although they believed that notification of student eligibility and the amount of time spent trying to retrieve students with long term absences were major obstacles. (CL)

EC 180 986 ED 263 716 EC 180 986
Miller, Ronald C. And Others
Supplementary Services for Previously Nonpublic
School Institutionalized Students, 1984-85. P.L.
89-313. Final Report.
New York City Board of Education, Brooklyn. Offine of Education, Accessory

fice of Educational Assessment.

fice of Educational Assessment.
Pub Date—Aug 85
Note—63p.; Prepared by the Special Education
Evaluation Unit. Evaluation Report. For related
document, see EC 180 985.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Disabilities, Elementary Secondary
Education, \*Equipment, \*Instructional Materials,
Program Descriptions, \*Program Effectiveness,
Program Evaluation
Identifiers—New York

ntifiers-New York

Identifiers—New York
The report describes accomplishments of a program serving approximately 2500 handicapped students fomerly educated in New York state operated or supported schools. The program offered supplements services to eligible students either through teacher training or through provision of materials and equipment. Curriculum areas in component 1 included reduction of maladaptive behavior, societal/survival skills, communication/language development, reading, mathematics, and career education. Component 2 provided instructional supplies and equipment in the areas of activities of daily living, career education, and communication/language development. Achievement data revealed that program objectives were at least partially met, with the majority of students acquiring at least one that program objectives were at least partially met, with the majority of students acquiring at least one new skill during the course of the program in at least one of the following areas: activities of daily living, reduction of maladaptive behavior, societal/survival skills, communication/language development, career/pre-vocational education, or reading and mathematics. Observation and interviews indicated that the program-provided supplies and equipment generally met the students' needs and were precived as effective sunplements to basic instruction. generally met in students needs and were pre-ceived as effective supplements to basic instruction. The program reported an increase in students and materials and equipment compared with the previ-ous year's cycle. Among conclusions formed are that the participant evaluation of workshops and other training activities should be expanded. (CL)

EC 180 987 ED 263 717

Gill, Douglas H.

An Analysis of the Consolidation of Secondary
Vocational and Special Education, 1984-85.
Pierce County Educational Service District 121, Ta-

Pub Date-Aug 85 Note-138p.

Note—138p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—\*Cooperative Programs, \*Disabilities,
Followup Studies, Individualized Education Programs, Mainstreaming, \*Program Effectiveness,
Secondary Education, \*Special Education, \*Vocational Education, Vocational Education Teach-

The document examines the efforts to consolidate secondary vocational education and special education in Pierce County, Washington. Studies are de-

scribed for three phases of the consolidation: (1) a determination of vocational education staff input and involvement in the Individualized Education Program (IEP) process at the secondary level (data derived from surveys of vocational education staff); derived from surveys of vocational education staffly;
(2) an employment-related follow-up of 146 forms
special education students that noted increased
postsecondary educational involvement and a continuing high level of unemployment; and (3) an assessment of secondary vocational program
placement and corresponding IEP goal statements.
Among conclusions noted are a substantial shift in
the way in which secondary services are delivered,
including a greater percentage of handicapped the way in which secondary services are delivered, including a greater percentage of handicapped learners participating in reimbursable vocational education programs and mainstream occupational preparation and increased numbers of content-type goals appearing on the IEPs. (CL)

ED 263 718

EC 180 988

Lopez, Gil
A Teacher Training Program for the Management
of Hyperactive Children.
Pub Date—84

Note-49p.; Ed.D. Practicum, Nova University.

Note—49p.; Bd.D. Practicum, Nova University.
Pub Type—Reports - Evaluative (142) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Hyperactivity, "Inservice Teacher
Education, "Knowledge Level, Program Effectiveness, "Teacher Attitudes, "Teacher Work-

tiveness, "Teacher Attitudes, "Teacher Workshops
The practicum was designed to determine if teachers' skills in the area of hyperactivity management could be significantly increased by providing a series of in-service training workshops. The training program was aimed at increasing knowledge about the causes of, and programs associated with, hyperactivity, and also at promoting feelings of competence on the part of the teachers in managing these students in the classrooms. A series of six workshops were implemented in a parochial school over a period of 3 months. Two teachers in each grade (1-8) and several special subjects teachers attended the bimonthly workshops. Results of the workshops indicated a significant increase in the terms of knowledge and perceived level of competerms of knowledge and perceived level of compe-tence and increased skills in the area of hyperactence and increased skills in the area of hyperactivity management on the part of the teachers. At least 80% of the participants reported feeling more capable of handling hyperactive students and 90% indicated that they were more aware of the needs and problems of these children. Project needs assessment and evaluate forms. essment and evaluation forms are appended. (CL)

Hunt, Edmund B., Ed. Introduction to Supervision in Special Education.

Northeastern Illinois Univ., Chicago. Dept. of Special Education.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Pub Date—May 85 Grant—G008301354

Note—60p.
Pub Type— Reports - Descriptive (141) — Guides

Note-60p.

Pub Type— Reports - Descriptive (141) — Guides
- Non-Classroom (055)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors— Delivery Systems, "Disabilities, Elementary Secondary Education, Individualized Education Programs, "Special Education, Supervision, "Supervisory, Supervisory Methods, "Supervisory Training Identifiers—Illinois, "Special Education Supervisors Training Project
The first part of the handbook describes the Special Education Supervisors Training Project

cial Education Supervisors Training Project (SESTP) designed to train 15 special education suto the state of th special education are listed. The second part of the handbook features an excerpt on the supervisor's role in a comprehensive special education service delivery system. A special education consortium is outlined, along with policy relating to individualized education programs and general service delivery system procedures. The final section contains the control of the procedure of the control remarks from participants in a 1983 SESTP symposium and interviews with supervisors, special educa-tion coordinators, providers, and consumers regarding the functions of special education supervi-sors. (CL)

ED 263 720 Winter, Jill S.

EC 180 990

Winter, Jill S.
An Examination of Individualized Instruction.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—85 Contract—400-84-0010

Contract—400-84-0010
Note—54p.; A part of the Special Project on Interagency Information Dissemination.
Pub Type— Information Analyses (070)
EDRS Price -MP01/PC03 Plus Postage.
Descriptors—\*Definitions, Disabilities, Educational Trends, Elementary Secondary Education, \*History, \*Individualized Instruction, Special Education, Teaching Methods, Trend Analysis
The paper presents a research review on individualized instruction.

ucation, Teaching Methods, Trend Analysis
The paper presents a research review on individualization of instruction in special education. An initial section analyzes the concept and definitions of the term, noting similarities with such terms as adaptive instruction, differentiated instruction, and prescriptive teaching. Related concepts of independent study and self directed learning are considered.
Conditions seen to promote individual learning are addressed in terms of grouping practices and recog-nition of individual differences. Specific implica-tions of individualized instruction in special education are noted, and methods of individualizing instruction are reviewed. The history of individualization of instruction in the United States is traced: administrative provisions and early systems of indi-vidualized instruction are pointed out. Services to special populations are described along with an ac-count of the growing emphasis on individualization or a general education strategy. The implications of individualized education programs as mandated in P.L. 94-142, the Education for All Handicapped Children Act are described in the concluding section. A seven-page reference list is appended. (CL)

ED 263 721 EC 180 991

Ed. 263 742

Fick, Landis F. And Others

Computer Applications for Students with Behavior
and Learning Problems: Teacher's Manual.

Spons Agency—Department of Education, Washington, DC; Iowa State Dept. of Public Instruction, Des Moines. Pub Date-

Note-109p.; A product of Project Iowa.

Note—109p.; A product of Project Iowa.
Pub Type—Reports - Research (143) — Guides Non-Classroom (055)
EDRS Price - MF61/PC05 Plus Pestage.
Descriptors—Attention Control, \*Behavior Disorders, Case Studies, \*Computer Assisted Instruction, \*Computer Software, Elementary Secondary Education, \*Learning Disabilities, \*Microcomputers, Problem Solving, Reinforcement, Student Motivation
The handbook describes first year results of a The handbook describes first year results of a

project involving microcomputers in the education of behaviorally disordered students. Following an overview of computer assisted instruction (CAI), the book specifies project goals and research ques-tions. Software selection is examined in terms of instructional factors, program decisions, and moti-vational factors. Three pilot studies are then discussed which explore the motivational capacity of microcomputer free time as an individual classroom reinforcement activity; the studies highlighted topremoterement servivy; the studies infigured top-ics of reinforcement preference, reinforcement se-lection, and motivation for behavior change. Additional studies include case study and tradi-tional investigation of CAI for students with atten-tional difficulties, in interpersonal problem solving for sdolescents in Learning Disabled/Behaviorally Disordered classrooms, in impulse control, and in fostering cooperative group skills. Appended materials include a software evaluation guide and a bibliography on microcomputers and computer technology. (CL)

EC 180 992

ing Lewi A Survey of Career Education for Gifted and Talented Students in West Kentucky. Pub Date—[83]

Note—109.

Note—109.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Career Education, Career Guida

Elementary Secondary Education, Career Outdance,
Guidance Programs, Occupational Information,
Program Development, Questionnaires, Talent,
Teaching Methods

Identifiers-\*Kentucky

A survey was conducted to determine the nature of career education programs provided for gifted/-talented (G/T) students in the West Kentucky service region. Thirteen gifted coordinators completed vice region. Thirteen gifted coordinators completed questionnaires on programing. All respondents indicated that some type of pull out program was employed for their G/T students. Fifteen percent also provided instruction for G/T students outside the regular school day. Sixty-nine percent indicated that career education information was presented within the context of the G/T program and 31% indicated it was not addressed. Thirty-one percent indicated that career education was part of the regular instructional program. The majority (85%) of respondents believed that G/T teachers would be interested in career education information for their interested in career education information for their interested in career education information for their students. The survey questionnaire is appended.

EC 180 994 Robinson, Richard D. Fehrle, Carl C. The Gifted Child and the Classros

The Girled Caul Blu the Casasiana Program.

Missouri Univ., Columbia. Extension Div.
Report No.—UED75
Pub Date—[84]
Note—20p.; A publication of the Program of Continuing Professional Education.
Available from—Extension Publications, 222 South 5th St., University of Missouri, Columbia, MO 65211 (\$1.50 ach, 10% discount for 10 or more).
Pub. Type.—Guides - Classroom - Teacher (052)

sta sta, University of Missouri, Columbia, MO.
65211 (\$1.50 aech, 10% discount for 10 or more).
Pub Type—Guides - Classroom - Teacher (\$52)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Education, "Gifted, Program Development, "Reading Instruction, Reading Materials, "Reading Programs, "Reading Skills
The booklet examines a special program for gifted readers in the elementary classrooms. Following a brief review of the gifted population and typical characteristics of the gifted child, the booklet addresses such program planning aspects as decisions regarding special vs. regular class placement. Program development issues include decisions regarding time factors, reading materials, special gresources, local school policy, and teacher attitudes. Guidelines for teachers in developing a reading curriculum suseest the importance of the control of resources, local school policy, and teacher attitudes. Guidelines for teachers in developing a reading curriculum suggest the importance of individualization, flexible reading assignments, self-directed learning and guidance in critical and creative reading skills. The booklet concludes with a list of suggested reading activities, such as incorporating other areas of language into the reading program, allowing time for independent reading, and providing a wide variety of reading materials. (CL)

EC 180 995 ED 263 724

Martin, Frances G. Marin, Frances u.
Behavior Correlates of Rorschach Response in School Age Children.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—85 Grant—G008201363

Note-231p.; Ph.D. Dissertation, University of Pennsylvania.

Pub Type— Reports - Research (143) — Disserta-tions/Theses - Doctoral Dissertations (041) EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adjustment (to Environment), "Be-havior Patterns, Disabilities, Elementary Second-ary Education, "Learning Disabilities, "Projective Measures

Identifiers-\*Bristol Social Adjustment Guides,

\*Rorschach Test

Teachers in a private special education school for students with learning and/or adjustment difficul-ties completed Bristol Social Adjustment Guides (BSAGs), an observation scale for identifying maladaptive classroom behaviors, for 157 students (7-21 years old). Rorschachs were administered to the same group of students. Data from each test were reduced via factor analyses, and factor struc-tures were chosen which demonstrated both statistical consistency and psychological integrity. Standardized factor scores were subjected to a series Standardized factor scores were subjected to a series of canonical correlations to determine degree of common variance. Zero-order correlations were computed among relevant BSAG, Rorschach, and background variables. Finally, a series of multiple-discriminant analyses were conducted comparations. ing hit-rates for correctly classifying students by special education category and psychiatric diagnosis. No significant canonical correlations were found between Rorschach and BSAG factors. However, both sets of factors extracted appeared unique for this sample. Inclusion and exclusion of certain Rorschach variables were consistent with current research. Discriminant analyses revealed that the BSAG and Rorschach had comparable hit rates (33%) in correctly classifying students by special education category. While Rorschach contents and determinants were most accurate when categorizing students in terms of psychiatric diagnosis, potential use of Rorschach and observation data in the derivation of all of these categories could have confour

EC 180 996 ED 263 725 ED 263 725

Opportunities for Success: Cost-Effective Programs for Children. A Staff Report of the Select Committee on Children, Youth and Families, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Pub Date-Aug 85

Note—39p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

DC 20402.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cost Effectiveness, \*Disabilities, Elementary Education, Employment, Federal Legislation, \*Federal Programs, \*High Risk Persons, Infants, Medical Services, Prenatal Influences, Preschool Education, Program Effectiveness, Young Children
Identifiers—Congress 90th

Young Children
Identifiers—Congress 99th
The report highlights eight children's programs
found to be fiscally effective by evaluations completed in the last 5 years. Each of the programs is
addressed in terms of evaluation findings from specific studies. The following eight programs are examined (sample findings in parentheses): (1) WIC-Special Supplemental Food Program for Women, Infants, and Children (reduction in infant mortality, with largest improvements for popula-tions at higher risk); (2) Prenatal care programs such as Maternal and Child Health Services Block Grant (decrease in prematurity, reduction in low birth-weight); (3) Medicaid (fewer abnormalities at peri-odic exams among children who received Early Periodic Screening Diagnosis and Treatment Prevention services than among those not receiving them); (4) Childhood Immunization Program (drathem); (4) Childhood Immunization Program (dramatic declines in the incidence of many diseases; reduction of hearing impairment, retardation, and other problems; (5) preschool education programs, including Head Start (increased success of children who attended preschool compared with those who did not, positive effects for parents and family); (6) compensatory education (narrowing of the achievement gap between Black and other elementary students); (7) P.L. 94-142, the Education for All Handicapped Children Act (increases in number of students served and in available services. henefits to students served and in available services, benefits to students served and in available services, cenems to students who have received special education ser-vices); and (8) youth employment and training pro-grams (employability and wage gains, prevention of school enrollment declines in Youth Incentive Enti-tlement Pilot Projects). (CL)

ED 263 726 The Status of Handicapped Children in Head Start
Programs: Eleventh Annual Report of the U.S.
Department of Health and Human Services to
the Congress of the United States on Services
Provided to Handicapped Children in Project
Head Start

Head Start.
Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

lote—42p.; For the Tenth Annual Report, see ED 250 863.

250 863.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Systems, \*Disabilities

EDRS Price - MPUI/PUJ Pins Postage.

Descriptors—Delivery Systems, "Disabilities, "Handicap Identification, "Mainstreaming, National Surveys, Outreach Programs, "Preschool Education, "Services, State of the Art Reviews Identifiers—"Project Head Start Information is presented from a 1982-83 evalua-

Information is presented from a 1982-83 evalua-tion of services to handicapped children in Project Head Start. An initial chapter provides an overview of Head Start policies regarding services to handi-capped children. Chapter 2 summarizes data from 1769 Head Start full year programs on three major topics: number of handicapped children enrolled,

types of handicaps, and severity of handicaps. Findings include an increase of 4,913 handicapped children served from the previous year and a preponderance of speech impaired children (60.9% of the total handicapped population). Chapter 3 focuses on the following types of services: outreach and recruitment, diagnosis and assessment, mainstreaming and special services, and coordination with other agencies. Appended information includes diagnostic criteria for reporting handicapped children in Head Start and state-by-state survey results. (CL) sults. (CL)

Lang. Theresa Aherne And Others
Working Papers in Speech-Language Pathology
and Audiology. Volume XIII.
City Univ. of New York, Flushing, N.Y. Queens
Coll.

Coll.
Pub Dste-85
Note-117p.; For Volume XII, see ED 252 047.
Pub Type—Reports—Research (143) — Collected
Works—General (020)
EDRS Price—MF01/PC05 Plus Postage.
Descriptors—"Audiology, "Audiometric Tests, Autism, Clinical Diagnosis, "Communication Disorders, Elementary Education, "Hearing Aids, Hearing Impairments, "Language Acquisition, Preschool Education, "Speech Therapy, Young Adults, Young Children
Six papers contributed by graduate students re-

Preschool Education, \*Speech Therapy, Young Adults, Young Children
Six papers contributed by graduate students report on studies that focused on the application of theory to practice in speech-language pathology and audiology. The first study revealed the ability of an autistic child to adapt to conversational partners of various ages and linguistic abilities. In the second paper, a language impaired child's communicative interactions were studied in the clinic and the home, and home samples yielded the highest mean length of utterances and the greatest total output of language. In the third study, five hearing impaired adults demonstrated the effectiveness of the Hearing Performance Inventory in measuring changes after amplification. The fourth study explored, via brain stem evoked response audiometry, the frequency of interear asymmetries occurring in peak latency and amplitudes in 15 normal hearing Ss. Also concerning auditory brain stem response (ABR), the fifth study found that head size is a factor to be considered in using ABR to make a differential diagnosis. The final study devised a comprehension task within a naturalistic context to test the ability of preschoolers to understand synthetic speech. (CL)

ED 263 728

ED 180 999

Implementation of Minnesota's Surrogate Parent
Rules: An Administrator's Manual.

Minnesota Curriculum Services Center, White Bear
Lake; PACER Center, Inc., Minneapolis, MN.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Pages 1645

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date—[84]

Note—45p.; Credit to the Indiana Surrogate Parent
Program and Department of Public Instruction
for partial adaption of their surrogate materials for
use in Section Three and the Appendix. For the
surrogate parents' manual, see EC 181 000.

Available from—Minnesota Curriculum Services
Center, 3554 White Bear Ave., White Bear Lake,
MN 55110 (\$5.00 post paid, Catalog No. B622).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administration, \*Disabilities, Elementary Secondary Education, Program Development, \*State Standards
Identifiers—\*Minnesota, \*Surrogate Parents
The administrator's manual is designed to help
Minnesota's school districts to implement their new
surrogate parent programs. The first section explains what must occur according to federal and
state rules and regulations on the topic. Three steps
are identified: (1) identifying students who need
surrogate parents; (2) recruiting and naming surrogate parents; (3) understanding the duties of,
and training for, surrogate parents. The second section contains answers to commonly asked questions
regarding legal liability, eligibility, terms, and specific guidelines for school districts to use in
developing surrogate parent programs (based on the
three steps addressed in section 1). (CL)

ED 263 729 EC 181 000 A Training Manual for Surrogate Pare

Minnesota Curriculum Services Center, White Bear Lake; PACER Center, Inc., Minneapolis, MN. Spons Agency—Minnesota State Dept. of Educa-tion, St. Paul.

poss Agency — Minascus a same acquired and the partial adaptation of their surrogate Parent Program and Department of Public Instruction for partial adaptation of their surrogate materials for use in portions of this manual. The Center is also funded by the Minnesota State Board of Vocational Technical Education. For the administrators' manual, see EC 180 999.

Available from—Minnesota Curriculum Services Center, 3554 White Bear Ave., White Bear Lake, MN 55110 (\$16.00 post paid, Catalog No. B623). Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

asse from EDRS.

Descriptors—\*Disabilities, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, \*Parent Education, Program Development, State Legislation, State Standards

gram Development, State Legislation, State Standards
Identifiers—"Minnesota, "Surrogate Parents
The manual is intended for training surrogate parents of handicapped children according to Minnesota and federal statutes and regulations. Section 1 provides an overview of the surrogate parent program, noting relevant legislation, functions, rights, and responsibilities. Section 2 reviews the history of special education and related state and federal legislation. Section 3, on special education procedures and services, examines referral, assessment, and individualized education program meetings. The fourth section focuses on resolving differences through communication and describes Minnesota's complaint procedures. Section 5 presents a case study to illustrate the role of a surrogate parent. The final section provides appended materials, including final section provides appended materials, including Minnesota State Board of Education rules and other regulations and a bibliography. Sample forms are included throughout. (CL)

ED 263 730 Mayfield, Shirley A. EC 181 301 Kona Child Development Program. Final Report. Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.; Hawaii State Dept. of Health, Honolulu.

Pub Date—Sep 84 Grant—MCJ-153096-01-0

Grant—MCJ-133096-01-0
Note—41p.; A product of the Kona Child Development Program, Kaelakekua, Hawaii.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Developmental Disabilities, \*Disabilities, Infants, \*Intervention, \*Program Development, Program Effectiveness, \*Rural Areas, Young Children
Identifiers—Hawaii
The report describes the Kona Infant and Child

Identifiers—\*Hawaii
The report describes the Kona Infant and Child
Development Program for developmentally delayed/disabled/high risk children in the rural areas
of West Hawaii. The first chapter of the report presents geographic and demographic background information and reviews the services prior to 1978 when
the Kona program began. Chapter 2 describes the
three major processes of collaboration, cooperation,
and incorporation which brought together the Departments of Health and Education, to provide
comprehensive services. Chapter 3 evaluates program efforts in terms of 13 major objectives (such as
development of individualized education programs, gram efforts in terms of 13 major objectives (such as development of individualized education programs, and promotion of parental involvement) as well as lost benefit figures. Chapter 4 discusses program aspects and the underlying reasons for their development. The final chapter considers the future of the project and briefly examines replication factors. (CL)

ED 263 731 EC 181 302 Clary, Joan Turner
Iowa Criteria for Preschool Handicapped.
Iowa State Dept. of Public Instruction, Des Moines.
Div. of Special Education.

Div. of Special Education.
Pub Date—Aug 85
Note—46p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plas Postage.
Descriptors— "Definitions, "Disabilities, "Eligibility, "Handicap Identification, "Preschool Education, "State Standards
Identifiers—"Iowa
The document is intended to establish criteria for

preschool services so that a handicapped child qualifying for services in one area of the state (Iowa) will qualify for those same services in another geographic area. An initial section examines the state's philosophical commitment to handicapped children. A subsequent section addresses the state's screening and evaluation procedures. State regulations are quoted regarding definitions of specific types of disabilities and criteria for behavioral disorders, hearing impairment, learning disability meaning. types of dissolinces and criteria for behavioral disor-ders, hearing impairment, learning dissoliity, men-tal dissoliity, physical disability, profound multiple handicaps, speech and language impairments, and visual impairments. Disabilities are examined in terms of definitions from the Iowa rules, criteris, and suggested assessments. (CL)

ED 263 732 Sweeney, Cheryl Team Agreement Pub Date—[85]

Pub Date—[85]
Note—[49.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Decision Making, Interdisciplinary
Approach, "Learning Disabilities, "Student
Placement, Teamwork
To analyze how schools place students into special education, 66 case discussions were transcribed
and assessment team members interviewed. Ways in
which team participants weigh statements were examined through a taxonomy of their perceptions of
learning disabilities and a match of the meeting discussions to subsequent placement decisions in light
of these perceptions. Transcriptions were coded for
context (e.g., test scores, classroom behavior) and
for form (e.g., reiteration, rephrasing, examples).
Utterances were then correlated to statements selected for inclusion in the student's folder, the individual pupil assessment (IPA), and factors cited in lected for inclusion in the student's folder, the individual pupil assessment (IPA), and factors cited in interviews leading to group consensus over placement. Participants were asked what they attended to in the meetings. There was no correlation between speaker and inclusion of statements into the IPA nor between speaker and adoption of placement recommendations. Findings also suggested that members' extended examples prefacing a statement seemed to equalize access of the participants in discussion. It was also found that goals are formed only after placement decisions are agreed upon. The taxonomy illustrated the commonality of perceptions across professional training. (CL)

ED 263 733 EC 181 305

Chan, Sam

A Model of Parent Education/Training for Asian Populations,
Pub Date—May 85 Note—14p.; Paper presented at the Annual Meet-ing of the American Association on Mental Defi-ciency (109th, Philadelphia, PA, May 27-31, 1985).

1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Asian Americans, \*Cultural Differences, Curriculum Development, \*Developmental Dissblitties, \*Limited English Speaking, \*Models, \*Parent Education, Program Effective-

\*Models, \*Parent Education, Program Effectiveness
The Asian and Hispanic Parent Education/Training (PET) Project (California) was designed to develop and implement a parent education model for
non- and limited-English speaking, Chinese,
Korean, and Spanish-speaking parents with young
developmentally disabled children. The PET model
featured recruitment and training of bilingual/bicultural training coordinators and parent facilitators,
outreach and needs assessment via home visits and
parent questionnaires, and curriculum focusing on
straightforward, practical information. Curricula
featured such topics as medical and genetic aspects
of developmental disabilities, behavior management, and legal rights and responsibilities. Evaluation results revealed that parent facilitators
increased their skills, parents and staff reported specific individual behavioral changes, and groups grew
in group cohesiveness, collective problem solving,
and emotional support. Participants were consisttently positive in their feedback about the program.
Additional project accomplishments include development of curriculum materials in Asian languages
and strengthened interagency/organization networks throughout the state. (CT) and strengthened interagency/organization net-works throughout the state. (CL)

ED 263 734 Ferrara, Joseph M. And Others

EC 181 306

Class 2: An Export System for Student Classification, Technical Paper, Pub Date—May 85

Pub Date—May 85 Note—22p.; Paper presented at the Annual Meet-ing of the American Association on Mental Defi-ciency (109th, Philadelphia, PA, May 27-31, 1985). Prepared at the Artificial Intelligence Re-search & Development Unit, Developmental Cen-ter for Handicapped Persons, Utah State

ter for Handicapped Persons, Utan State University. Pub Type—Reports - Descriptive (141) EDRS Price - MF0L/POI Plus Postage. Descriptors—\*Artificial Intelligence, \*Decision Making, \*Disabilities, Elementary Secondary Education, Learning Disabilities, Special Education, \*Student Placement Heaviflers. \*Expect, Systems

Identifiers-\*Expert Systems

Identifiers—"Expert Systems
The paper describes an approach to developing
systematic procedures for identifying handicapped
placement. An expert system is described which involves the user in a dialogue on data regarding individual children; this dialogue is similar in many
ways to a consultation with an expert. After collectways to a consultation with an expert. After collecting the information, the computer program combines facts and rule-based logic to produce a solution. The system has components for learning disabilities, speech and language, mental retardation, behavior disorders, physical impairment, and sensory impairment. Examples are cited of the learning disabilities component, which contains a knowledge base of over 170 rules. Examples illustrate procedures to test rules and to end the consultation. Additional features of the system include abilities to track and monitor computer logic as the abilities to track and monitor computer logic as the program attempts to determine advice and to query the program at any point in the consultation regard-ing its intermediate conclusion. (CL)

ED 263 735 EC 181 30

Lubke, Margaret And Others

Expert Systems in the Individual Education Program Process. Technical Paper.

Pub Date—May 85 EC 181 307

Pub Date—May 83
Note—27p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31,1985). Prepared at the Artificial Intelligence Research and Development Unit, Developmental Center for Handicapped Persons, Utah

mental Center for Handicapped Persons, Utah State University.

Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Artificial Intelligence, Behavior Problems, Decision Making, "Disabilities, Elementary Secondary Education, \*Individualized Education Programs, Mathematics Achievement, \*Problem Solving, Special Education

Identifiers—\*Expert Systems

The paper describes the use of expert systems technology in translating test and observational data into objectives for Individualized Education Programs (IEPs) with handicapped students. The Math

into objectives for individualized Education Programs (IEPs) with handicapped students. The Math Test Interpreter (MTI) is designed to combine student information, results from the Key Math Diagnostic Arithmetic Test and additional program generated criterion referenced test data to produce the program of generated criterion referenced test data to produce a prescription in mathematics. The Behavior Consultant (BC) program applies the expert system approach to classroom behavior problems and features two videodisc components. Examples of a typical consultation with each of the expert systems illustrate their factual and heuristic rules and their usof backchaining to work from hypothesized conclusions to known facts. Possible system outcomes are delineated, including situations of inadequate information and development of objectives for IEPa. The paper concludes with a note on the implications of appropriate, clearly stated objectives for the education of handicapped students. (CL)

EC 181 308

Parry, James D. And Others

Mandate Consultant: An Expert System for Examining the Implementation of Special Education Regulations. Technical Paper.

Pub Date—May 85

Note—240: Paper presented at the Annual Merical Paper.

th Date—May 85
Note—24p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphis, PA, May 27-31, 1985). Prepared at the Artificial Intelligence Research & Development Unit, Developmental Center for Handicapped Persons, Utah State University.
Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Artificial Intelligence, Computer Managed Instruction, Consultation Programs, Decision Making, \*Disabilities, Elementary Secondary Education, \*Individualized Education Programs, Problem Solving Identifiers—"Expert Systems, \*Mandate Consultation (Computer System)

Identifiers—"Expert Systems, "Mandate Consultant (Computer System). The role of artificial intelligence expert systems in administrative issues in special education is examined. Mandate Consultant (MC) is one such system designed to provide a second opinion on the consistency of school officials' actions in implementing the Individualized Education Program team process. MC employs rules based on the Education For All Handicapped Children Act. Examples of a typical MC consultation illustrate how rules are used to determine which questions to sak and which conclusion to infer. The ways in which MC uses backchaining to determine if rules succeed or fail are explained and examples cited. Outcomes of the consultation are noted, as are additional features such as the opportunity to query the program at any point as the opportunity to query the program at any point in the consultation regarding its immediate conclu-sions. (CL)

ED 263 737 EC 181 309

HOuchin, John F., Sr. And Others
A Model for Adult Continuing Education Programs
for Retarded Citizens.
Pub Date—28 May 85

Note—25p; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985).

1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adult Education, "Continuing Education, Curriculum Development, "Individual Development, Institutionalized Persons, "Mental Retardation

A program of continuing education was devel-oped for institutionalized mentally retarded persons based on the premise that the clients would determine the direction and content of their education. The program involves a curriculum of academic subjects, electives, a student government, and a gesubjects, electives, a student government, and a generic education program. There is a strong emphasis on human rights, independence, and personal choice. Although the process is slow, there is progress toward clients making the very difficult decision to attend continuing education in community actions. Initial program explanation suggests. nity settings. Initial program evaluation suggests mity settings. Initial program evaluation suggests that clients have become more aware of options, have experienced increased opportunities to make decisions in relation to these options, and have learned to live with the consequences of their decisions. (Author/CL)

ED 263 738

Houchin, John F., Sr. And Others

Client Governance of Educational and Vocational EC 181 310

Programming.
Pub Date—28 May 85
Note—19p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985).

Pub Type - Speeches/Meeting Papers (150) - Re-

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Adult Education, Adults, \*Continuing Education, \*Curriculum Development, \*Decision Making, \*Educational Needs, Individual Development, Institutionalized Persons, \*Mental Retardation, Program Development, Program Implementation, \*Vocational Education In designing and implementing a program to meet the educational and vocational needs of mentally retarded adults, the role of client involvement in curriculum decision-making was recognized. Two groups of clients were formed to provide input to staff. The Student Government of Continuing Education and the Worker Relations Council afforded clients opportunities to have a direct impact on cation and the Worker Relations Council afforded clients opportunities to have a direct impact on quality of services. Clients learned important skills in responsibility, judgement, and accountability. A total of 48 clients have attended at least one meet-ing, representing approximately 12% of the facility's population. Subjects addressed by the committees are described, including repair of the facility gymna-sium and job-related issues. (Author/CL)

ED 263 739

EC 181 727

Recommended Guidelines for Dealing with AIDS in the Schools, and NEA Communications News. Statement regarding NEA Guidelines. National Education Association, Washington, D.C.

Pub Date-9 Oct 85

Pub Date—9 Oct 85 Note—8p. Available from—National Education Association, 1201 16th St., N.W., Washington, DC 20036. Journal Cit—NEA Communications News; 9 Oct 1985

Pub Type— Opinion Papers (120) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Communicable Diseases, \*Disease Control, Elementary Secondary Education Higher Education, \*School Policy, \*Specia

Health Problems
Identifiers—Acquired Immune Deficiency Syndrome, National Education Association

drome, National Education Association
This document consists of the guidelines of the
National Education Association, for use in school
districts, colleges, and universities, and of a statement concerning them. The guidelines address such
issues as (1) whether students or school employees
who have or could transmit Acquired Immune Deficiency Syndrome (AIDS) should be permitted to
remain in the school setting, (2) whether a school
employer should be tested for AIDS; (3) whether
a school employee to be tested for AIDS; (3) whether
a school employee should be required to teach or
provide other personal contact services to an AIDS
infected student and (4) whether information about
the condition of an AIDS infected student or school
employee should be made available to others. The employee should be made available to others. The guidelines are consistent with guidelines are consistent with recommendations made by the Federal Center for Disease Control. Specifically, the guidelines do not advocate the cat-egorical admission or exclusion of AIDS infected students, but provide rather for this determination students, but provide rather for this determination to be made on a case-by-case basis by a team consisting of public health personnel, the student's physician and parents, and appropriate school personnel. A similar case-by-case determination is recommended with regard to the continued employment of school employees who have or could transmit AIDS. The guidelines also seek to protect the legitimate privacy rights of students and school employees. The guidelines require that excluded students be afforded an adequate alternative education. (DB)

## FL

FL 015 160 ED 263 740 Little, David, Comp. And Others A Functional-Notional Syllabus for Adult Learners Function of Irish.

of Irish.

Trinity Coll., Dublin (Ireland).

Report No.—ISBN-0-9508150-2-0

Pub Date—85

Note—200p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Adult Students, Agriculture, Behavioral Objectives, Climate, \*Communicative Competence (Languages), \*Course Content, Food, \*Language Skills, Leisure Time, \*Notional Punctional Syllabi, Occupations, Recreation, \*Second Language Instruction, Services, Transportation, Travel

Identifiers-\*Irish (Modern)

The first functional-notional syllabus for adult learners of Irish, written in Irish and English, is presented. The syllabus begins with an introductory section about functional-notional syllabi, their defisection about functional-notional syllabit, their deri-nitions and implications, and the characteristics of this syllabis. The second section provides the gen-eral aims and specific behavioral objectives. The next section lists the specific communicative func-tions learners should be able to fulfill in five broad toos learners sould be about the in two froats categories: imparting and seeking factual information, expressing and finding out attitudes, getting things done, socializing, and steering or structuring a conversation or text. Further sections outline the a conversation or text. Further sections outline the general and specific notions, or meanings, that successful learners of Irish need to command. General notions include deixis (the way language is used to relate speech or writing to its context), properties and qualities, and relations. Specific notions include the categories of personal identification, house and home, education, trades, professions, occupations, leisure-time activities and entertainment, intellectual and accisal tonics, travel and transport, farming tual and social topics, travel and transport, farming

and rural life, urban life, shopping and service indus-tries, food and drink, public and professional ser-vices, language, and climate and weather. (MSE)

ED 263 741 FL 015 189 ED 263 741
Ingram, David E. Wylie, Elaine
An Overview of Language Testing with Particular
Reference to Indonesian in Australian Schools.
Pub Date—May 85

Note—25p.; Paper presented at the National Convention of the Indonesian Cultural and Educational Institute (1st, Melbourne, Australia, May 15-21, 1985).

vention of the indonesian Cultural and Educational Institute (1st, Melbourne, Australia, May 15-21, 1985).

Pub Type — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/FC01 Plus Postage.

Descriptors—\*Curriculum Development, Educational Objectives, Foreign Countries, Formative Evaluation, \*Indonesian, \*Language Tests, Native Speakers, Second Language Tests, Native Speakers, Second Language tearning, Summative Evaluation, \*Test Construction, Testing, \*Test Use Identifiers—\*Australia

While a broad range of tests is available for second language testing, two of the basic approaches are developmental and non-developmental testing. The former is based on psycholinguistic evidence that language development is systematic, with all learners progressing through the same stages. The latter includes content selected in an ad hoc manner, on a linguistic or behavioral basis, with items and techniques chosen largely on the intuitions and experience of the examiner. The Australian Second Language Proficiency Ratings (ASLPR), a rating scale assessing general proficiency, is developmental in structure and is of the type that is most appropriate when the aim of the instruction is to develop practical second language proficiency. While the test, which can be adapted to any language, exists in a basic version for English as a second language and several other languages, development of a version in Indonesian as a second language. (MSE)

ED 263 742 FL 015 231

ED 263 742 FL 013 23 Derbyshire, Desmond C, Ed. Work Papers of the Summer Institute of Linguis-tics, University of North Dakota Session, (Grand Forks, North Dakota 1985). Volume 29. North Dakota Univ., Grand Forks.

Furks, North Dakota 1985). Volume 29.
North Dakota Univ., Grand Forks.
Pub Date—85
Note—85
Note—85
Note—86
Note—87
Note—87
Note—87
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Note—88
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Note—18
North Pland Porte Postage.
Pub Type—Reports - Research (143) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—8 Acoustic Phonetics, African Languages, American Indian Languages, Discourse Analysis, Distinctive Features (Language), French, Language Research, Linguistic Theory, "Morphology (Languages), "Phonology, Regional Dialects, Semantics, Sentence Structure, Sociolinguistics, Surveys, Syllables, Verbs Identifiers—Karitiana, Koh, Minnesota (Red Lake Falls), Mixe, Mixtec, Referents (Linguistics), Yagua, Zapotec
Preliminary versions of the papers from the 1985
Summer Institute of Linguistics presented at the University of North Dakota session include: "Referential Distance and Discourse Structure in Yagua"
(Thomas E. Payne): "A Note on Ergativity, S', and S" in Karitiana" (Daniel Everett); "Some Aspects of Zapotecan Clausal Syntax" (Stephen A. Marlett); "Syllable Structure and Aspect Morphology" (Laura Gittlen and Stephen A. Marlett); "Structure and Aspect Morphology" (Laura Gittlen and Stephen A. Marlett); "Fortis/Lenis Consonants in Guichicovi Mixe: A Preliminary Acoustic Study" (J. Albert Bickford); "The Inflectional/Derivational Distinction" (David Tuggy); "The Koh Verbal System" (Suellyn H. Glidden); and "Red Lake Falls, Minnesota: A Sociolinguistic Survey" (James Kapper). (MSE)

ED 263 743 FL 015 261

McLaughlin. Diana Chiarky
Some Relationships between Appalachian Language and Culture and High School Drop-Out
Rates as Found in Two West Virginia Counties.
Pub Date—Dec 84
Note—157n; Master There

Note-157p.; Masters Thesis, University of Texas at Arlington.

at Arington.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—\*Academic Achievement, \*Cultural

Context, Curriculum Development, \*Dropout Characteristics, Elementary Education, High Schools, Interference (Language), Language Us-age, \*Nonstandard Dialects, \*Regional Dialects, Teacher Role

age, "Nonstandard Dialects, "Regional Dialects, Teacher Role
Identifiers—"Appalachia (South), "English (Appalachian), West Virginia
This study examines the possible relationship between elementary and secondary students" use of a nonstandard form of English and the high school dropout rate in the Southern Appalachian region. The investigation began in two counties with interviews of teachers who appeared not to see that their students' speech variety differed from their own. Further investigation revealed a larger set of problems in educating this group of children, involving linguistic variance, a poor fit between the school system and the culture, and aspects of the mountain culture such as strong traditional views, geographic isolation, suspicion of non-mountain culture, little value attached to education, and lack of parental education or support. Suggestions for change include language programs based on the Englishasa-a-second-language concept; curriculum geared to the mountain child; reassessment of standardized examinations; a supplementary reading program, following the example of the Foxfire program; teacher education in relevant culture and language, educator workshops; community action projects; and adult education classes. (MSE)

ED 263 744

ED 263 744 FL 015 264
A Curriculum Guide for English for Speakers of
Other Languages (ESOL) Center Programs in
the Secondary Schools, Prince George's County Public Schools, Upper
Mariboro, Md.
Pub Date—75

Pub Date—75
Note—31p.
Note—31p.
Available from—Prince George's County Public Schools, Upper Mariboro, MD 20870.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP01/PC02 Plus Postags.
Descriptors—\*Classroom Environment, County School Districts, \*Cultural Education, Culture Conflict, Curriculum Guides, \*Educational Objectives, \*English (Second Language), \*Intensive Language Courses, Language Skills, Program Descriptions, Pronunciation, Secondary Education, Second Language Instruction, \*Student Placement, Testing
Identifiers—Prince Georges County Public Schools MD

MD
A program and curriculum guide intended for teachers, counselors, and administrators concerned with English-as-a-second-language (BSL) instruction in Prince George's County public secondary schools is presented. The guide describes the intensive language program; academic and cultural problems often found within the school and related to the influx of limited-English speakers; special problems anticipated in the ESL classroom; ESL goals and objectives; testing instruments and placement; beginning and intermediate level instructional objectives for listening comprehension, speaking, reading, and writing, including potential pronunciation problems at the beginning level; and cultural education. (MSE)

ED 263 745 FL 015 296 Chun, Trudie Iuli Bilinganal Framework in American Samo 1980-1985. Pub Date—85

1980-1985.
Pub Date—85
Note—7p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), "Bilingual
Education Programs, "Bilingualism, "Curriculum
Development, Elementary Secondary Education,
"English (Second Language), "Material Development, Native Language Instruction, Parent Attitudes, Program Design, Public Policy, "Samoan,
Second Language Instruction, Teacher Attitudes,
Teacher Education
Identifiers—"American Samoa
Bilingual education in American Samoa is hampered by several factors: lack of native language
materials, inconsistent support for materials and
program development, the prominence of English in
the modern culture, and teacher discomfort with
teaching in Samoan. In the process of developing
curriculum and materials, the existing materials
were sorted out and a core curriculum was outlined.
The provision of a Samoan Language Arts period in
the school schedule aided in program development

and gave legitimacy to the subject matter. An in-structional schedule gradually introducing English was developed for the elementary and secondary grades, but it was discovered that while the teachers were speaking in English, students were continuing to speak mostly in Samoan. Although a full language maintenance program is the objective, the reality is that the program is transitional. Some additional work is being undertaken in developing science ma-terials in Samoan. The next steps to be taken include mandating a language policy, encouraging those teriam in amount. The next steps to be taken include mandating a language policy, encouraging those outside of curriculum development to write materials, refining existing materials, providing a Samoun language teaching component in local capacity building efforts, and setting up a language commis-

ED 263 746

FL 015 338

ED 263 740 Jacobson, Rodolfo Title VII Demonstration Projects Program in Bilingual Instructional Methodology, Final Re-

Bilingaal Instructional Methodology, Final Report, 1981-84.
Southwest Independent School Districts, San Antonio, TX.; Texas Univ., San Antonio.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC

DC.
Pub Date—15 Mar 85
Grant—G008102506
Note—199p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—\*Bilingual Education Programs,
\*Classroom Techniques, Comparative Analysis,
\*Demonstration Programs, Federal Programs, Inservice Teacher Education, Longitudinal Studies,
Program Descriptions, \*Program Effectiveness,
Sociolinguistics, \*Teaching Methods
Identifiers—Elementary Secondary Education Act
Title VII

Identifiers—Elementary Secondary Education Act
Title VII
This report describes a demonstration project
whose instructional design implemented sociolinguistic concepts in bilingual education and compared two approaches, the New Concurrent and the
Language Separation approaches. The first section
is a review of research studies concerning this instructional design. The second, third, and fourth
sections describe the selection, responsibilities, and
inservice education of teachers and aides. The fifth
section describes enrollment patterns, and the sixth
section summarizes the research portion of the
project. The seventh section describes the purchase
of equipment and materials and the benefits to the
teaching staff, children, school district, and university of the use of federal funds. Section eight discusses parent involvement, and section nine
outlines methods of student, program, and personnel assessment. Section ten summarizes the findings
concerning nine project elements: the project children's academic potential, the demonstration objectives and research findings, impact on the district,
the significance of support by a local educational
authority, the teacher-aide teams, the future of the
bilingual methods tested, the contribution to bilinqual research, and the replication potential. It is
concluded that both methods tested are valid oppions and that the demonstration project is a valuable method for conducting research. (MSE)

ED 263 747

FL 015 354

ED 263 747

FL 015 354

Elliott, John
The Stady of, and Through, Comic Books in the
Language Classroom.
Pub Date—[85]

Language Classroom.
Pub Date—[85]
Note—11p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Classroom Techniques, Coherence, "Comics (Publications), Grammar, "Instructional Materials, Media Selection, Native Language Instruction, Reading Habits, "Reading Instruction, Remedial Reading, "Second Language Instruction Comics are a powerful medium in the way they combine the verbal and the pictorial. Since they are widely used by the school-age audience, and by many adults, better use could be made of them by students if they learmed how the comic conveys its message. The similarity in techniques used by creators of movies, television, advertisements, and comics is so great that learning the methods of comics will enhance students' understanding of other media. Although comics can and should be used to teach language skills, it is at least as important that they be taught as a separate medium with their own grammar. While computer literacy has been made

obligatory in some schools, media literacy has not, obligatory in some schools, media interacy has not, and yet most adults and students are exposed more frequently to television, movies, advertisements, and comics than to computers. The point is made that teaching comic book literacy has much to recommend it. (Author/MSE)

FL 015 355

ED 263 748

Duffley, Patrick J.

Les Emplois du participe present en francais et en anglais (The Use of the Present Participle in French and in English).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Report No.—ISBN-2-89219-156-4

Pub Date—85

Note—122n.

Report No.—ISBN-2-89219-136-4
Pub Date—85
Note—123p.
Language—French
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Classification, Comparative Analysis,
"Contrastive Linguistics, "English, "Form Classes
(Languages), "French, Language Research, "Language Research and the season of the Individual of the uses of the French verb forms
ending in "-ant" and the English forms ending in "-ing" begins with a discussion of the identification
and classification of the various uses (substantive, adjectival, and adverbial) in each language and then
compares them. The research finds that the English
uses are far more varied than the French. The
French form, which has one special substantive use,
is found in all of the adjectival categories except that
of the prepositioned attributive adjective, and has a
single adverbial use. The English form is found in all
the substantive and adjectival categories of usage the substantive and adjectival categories of usage and three adverbial categories. Additional variation is found in written versus spoken usage. It is suggested that the differences in usage between the two ianguages forms may contribute to differences in images of events presented in the languages. (MSE)

ED 263 749 FL 015 356

ED 263 749

Beniak, Edouard And Others
Contact des Langues et Changement Linguistique:
Etude Sociolinguistique du Francais Parle a
Welland (Ontario) Language Contact and Language Change: A Sociolinguistic Study of the
French Spoken in Welland (Ontario)).
Laval Univ., Quebec (Quebec). International Cenier for Research on Bilingualism.
Report No.—ISBN-2-89219-155-6
Pub Date—85
Notes 11.75

Pub Date—85
Note—117p.
Language—French
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adolescents, Adults, Case Studies,
Descriptive Linguistics, Foreign Countries,
"French, Interviews, Language Research, "Language Variation, "Linguistic Borrowing, Morphology (Languages), Native Speakers,
Phonology, "Regional Dialects, Sociolinguistics
Identifiers—"French (Canadian), "Language
Contact, Ontario (Welland)
A descriptive study to be undertaken on the ef-

Contact, Ontario (Welland)
A descriptive study to be undertaken on the effects of contact between English and Queboc French in the French-speaking community of Welland in Ontario is also presented as a study of the "Ontarianization" of Canadian French. The first chapter summarizes previous studies of Ontario French and poses some of the salient research ques-tions about the evolution of this and other minority languages. The second chapter presents a sociohistory and a sociolinguistic profile of the Welland Prench-speaking community, focusing on its estab-lishment, its battle for the survival of its language and culture, and the characteristics of the commuand culture, and the characteristics of the commity that relate to the varieties of French spoken there. The third chapter describes the language corpus used for the study, and the final chapter outlines the research to be undertaken. The interview questions to be used with adults and adolescents are appended. (MSE)

ED 263 750

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FL 015 357

ED 263 750
Gesnor, Edward
Description de la morphologie verhale du parler
acadien de Pubnico (Nouvelle-Econoe) et comparaison avec le francais standard (A Description
of the Morphology of Verbs in the Acadian
Spoech of Pubnico (Nova Scotia) and a Comparison with Standard French).
Laval Univ. Quebec (Quebec). International Center for Research on Bitingualism.

Report No.—ISBN-2-89219-154-8
Pub Date—85
Note—122p.
Language—French
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Comparative Analysis, Descriptive
Linguistics, Dialect Studies, Foreign Countries,
"French, "Language Variation, "Morphology
(Languages), "Regional Dialects, "Standard Spoken Usage, Tenses (Grammar), "Verbs
Identifiers—"French (Acadian), "Nova Scotia
(Pubnico)

A lexical comparison of four native speakers' spontaneous discourse in the Acadian French spoken in a southern Nova Scotia village with standard spoken French is described. This study is part of a spoken French is described. Ins study is part of a larger study of four regional variations on Nova Scotia Acadian French and has as its objectives both linguistic analysis and improvement of standard French instruction in this region. The analysis consisted of a frequency count of the forms of 142 verbs and classification of the forms and sub-forms of 40 and classification of the forms and sub-forms of 40 lexemes occurring in the corpus. Following remarks on phonetics and tenses in Acadian French and Standard French, conjugations of the verbs derived from the study are presented according to the number of "themes" they have. The general conclusion is that the findings present a relatively unstable, changing verb morphology. The standard forms and variants are outlined in a comparative table. (MSE)

rannuch, Shelley
Le Role de l'acquis dans l'apprentissage des
langues secondes: propos theorique et implications pedagogiques (The Role of Previously Acquired Knowledge in Second-Language Learning:
A Theoretical Proposal and Pedagogical Implica-

Laval Univ., Quebec (Quebec). International Cen-ter for Research on Bilingualism. Report No.—ISBN-2-89219-154-8

Pub Date-85

Note-51p.

Note—51p.

Language—French

Pub Type— Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingualism, \*Cognitive Processes,
Comparative Analysis, Language Acquisition,
Language Research, \*Learning Processes, Learning Paycholinguistic, \*Second Language

Theories, Literature Reviews, \*Prior Learning Paycholinguistic, \*Second Language

Theories Language

Theories Literature Reviews, \*Prior Learning Paycholinguistic, \*Second Language

Theories Literature Reviews, \*Prior Learning Paycholinguistic, \*Second Language

Theories La ing, Psycholinguistics, \*Second Language Learning, Teaching Methods, \*Transfer of Train-

ing
The principles of the cognitive theory of learning
are analyzed and applied to the process of second
language learning. They are then evaluated in terms
of the extent to which they contribute to a coherent
theory and the extent to which they can be applied
to instruction in general and second language instruction in particular. Recent empirical research
studies are analyzed for their possible contributions
to the cognitive theory and for their methodological
implications. The conclusion of the research is that
the cognitive theories of general and second language learning are well-founded, as is the hypothesis
that native language acquisition supports the process of second language learning. (MSE)

ED 263 752 FL 015 359

Phillips, Chiquita Keeping Up with the Joneses. A Soap Opera for Adult ESL Students. Ontario Inst. for Studies in Education, Toronto. Report No.—ISBN-0-7744-0295-4 Pub Date—85

Note—207p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type— United Education, "Class Activities, able from EDRS.

Descriptors—"Adult Education, "Class Activities, Daily Living Skills, "Dramatics, "English (Second Language), Grammar, High Interest Low Vocabulary Books, Idioms, Instructional Materials, Interpersonal Competence, Job Search Methods, "Learning Activities, Listening Comprehension, Reading Comprehension, Second Language Instruction, Vocabulary Identifiers—"Soap Operas

A series of high-interest, low English-language-learning-level stories developed for adult students of English as a second language are combined as a soap opera for classroom use. An intro-

of the texts on tape and in written form and for exercises in listening, making inferences, reading, and discussion. Suggestions are made for creative group follow-up activities. Each unit includes one and a student worksheet with exercises for story comprehension, communication, grammar, vocabulary development, practice with idioms, discussion, and composition. The grammar and communication exercises are indexed, and lists of unit vocabulary items and idioms are appended. (MSE)

FL 015 360 ED 263 753 FL 015 360 Egan, Dennis, Ed. TEAM. English Language Center. Numbers 43-45, Spring-Winter 1983. University of Petroleum and Minerals, Dhahran (Saudi Arabia). English Language Center.

Pub Date -83

Note-109p. Journal Cit-TEAM; n43-45 Spr-Win 1983

Journal Cit—TEAM; n43-45 Spr-Win 1983
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plas Pestage.
Descriptors—Arabic, Book Reviews, \*Classroom Techniques, Cloze Procedure, \*College Second Language Programs, \*Course Content, Cross Cultural Training, \*English (Second Language), Foreign Countries, Grammar, Higher Education, Intensive Language Courses, Introductory Courses, Notional Functional Syllabi, Second Language Instruction, Vocabulary Development, Writing (Composition)

Courses, Notional Functional Syllabi, Second Language Instruction, Vocabulary Development, Writing (Composition)

Three issues of the journal "TEAM" are presented. Each issue contains feature articles, a section on teaching techniques, book reviews, English Language Center news items, and announcements. The articles in these three issues deal with the following topics: the freshman English course at the University of Minerals and Petroleura, a course in writing English, the cultural orientation vocabulary component, notional-functionalism, -locap procedures, English as an international language, cliches in British and American English, a rule for translating Arabic Measure V verbs into English, English for Special Purposes in King Abdulazir: University, a description of an intensive language program, factors leading to success in second language learning, and English and Arabic phonology. The sections on teaching techniques discuss some contextualized grammar exercises, science and technical readers, task listening, a guided reading and speaking activity using cloze procedure, and suggestions for presenting some features of English grammar. (AMH)

Wederspahn, Ann
Self-Designed Training: An Approach to Teacher
Development.
Pub Date—85 Note-6p.

Note—6p.
Journal Cit—Passage; v1 n3 p8-12 Win 1985
Pub Type— Reports - Descriptive (141) — Journal
Articles (080)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Educational Objectives, \*English
(Second Language), Independent Study, \*Individualized Instruction, \*Inservice Teacher Education, Interprofessional Relationship, Interviews,
\*Language Teachers, Material Development,
Peer Evaluation, \*Professional Development,
\*Program Design, \*Nefugees, Research Projects,
Supervisors.

\*Program Design, Kefugees, Research Projects, Supervisors A design for individualizing in-service training for teachers of English as a second language and cultural orientation for refugees to meet the needs of instructors with different backgrounds and degrees of experience is presented. The teachers and their supervisors identify each others' needs and interests, state learning objectives to be accomplished, and devise activities to meet those objectives within a stated time period. Examples are given of individually-designed, in-service training such as focused peer observation, interviews, materials design, and simple research. (MSE)

ED 263 755 FL 015 362

Johnston, Amy
PETCO: An American Workplace Simulation.
Pub Date—85

Pub Date—85
Note—65
Note—65
Journal Cit—Passage; v1 n3 p13-17 Win 1985
Pub Type—Reports - Descriptive (141) — Journal
Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—8-Adult Vocational Education, \*Cross
Cultural Training, Employee Responsibility, Em-

ployer Employee Relationship, \*English for Special Purposes, \*Experiential Learning, Foreign Countries, Job Training, Limited English Speaking, Program Descriptions, \*Refugees, \*Simulated Environment, Teaching Methods, Vietnamese People, Vocational Adjustment,

Vietnamese People, Vocational Adjustment, Work Environment PETCO is a simulated corporation used as a teaching tool in the pre-employment training program at the Galang Refugee Processing Center in Indonesia. The refugees in the program are in low-level classes. The use of the simulation allows the staff to present hands-on, task-based learning techniques to address four major concerns of refugees entering the American work force: workplace rules, time, payroll, and workplace behavior. PETCO has been integrated into the larger pre-employment training program, and has been found to be successful. (MSE)

FL 015 363

Redding, J. Patrick Cultural Orientation at Bataan: Merging Trends. Pub Date-85

Pub Date—85
Note—6p.
Journal Cit.—Passage; v1 n3 p22-26 1985
Pub Type—Reports - Descriptive (141) — Journal
Articles (080)
EDRS Price - MPD1/PC01 Plus Postage.
Descriptors—\*Adult Vocational Education, \*Cross
Cultural Training. \*Cultural Differences, Educational Objectives, English (Second Language),
Foreiga Countries, Intercultural Communication,
\*Program Development, \*Refugees, \*Teacher
Role

Role
Identifiers—Philippines (Bataan)
The intensive, pre-arrival training program provided by the International Catholic Migration Commission at the Philippine Refugee Processing Center in Bataan for Vietnamese, Khmer, and Lao adult refugees on route to the United States is in the process of self-examination and development. Three trends are emerging for new program directions. The first is an increased understanding of the student population, including acknowledgement of their membership in a refugee culture and increased awareness of the barriers separating teacher and student as well as basic demographic characteristics. The second trend is a shift in instructional content from primarily information-giving materials and Inc second tread as a smit in instructional contents from primarily information-giving materials and methods to an approach providing a balance of information, skills, and stitudes. The third trend is the emerging role of the teacher as a cross-cultural trainer specializing in intercultural communication and providing a role model for students. (MSE)

FL 015 366 Prench as a Second Language Program, Phase One, Grades Four-Six, Levels One-Three. Louisiana State Dept. of Education, Baton Rouge. Pub Date—84

Note-158p.

Note—138p.

Language—French; English

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF91/PC07 Plus Postage.

Descriptora—Behavioral Objectives, \*Class Activities, Curriculum Guides, Educational Objectives,

Elementary Education, \*FLES, \*French, Grade

4, Grade 5, Grade 6, Interviewa, Language Proficiency, \*Language Skills, Program Design, Resource Materials, Second Language Programs,

\*Testing, Vocabulary

Identifiers—ACTFL ETS Proficiency Guidelines,

Louisins.

Louisiana
The curriculum guide for French second language programs (FSL) in the State of Louisiana, presented in French with some English introduction, outlines the objectives and design of newly mandated FSL instruction in grades four through six. It was constructed for use with any method or combination of methods of instruction in school systems having sequential programs. The program's philosophy and rationale are outlined, and a chart is provided to assist in using the guide. The program's terminal objectives are presented in chart form, with references to specific linguistic content and appropriate instructional levels, and with cross-references to vocabulary and class activities outlined in subsequent sections. The American Council on the Teaching of Foreign Languages' Oral Proficiency Interview and notes on its administration are included, and a list of print and audiovisual resources is appended. (MSE)

FL 015 367 ner, Lucia Caycedo Rusch, Debbi

Warming Up to Communication.
Pub Date—Apr 85
Note—15p.; Paper presented at the annual meeting of the Central States Conference on the Teaching of Foreign Languages (17th, Kansas City, KS, April 11-13, 1985).

of Foreign Languages (17th, Kansas City, KS, April 11-13, 1985).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Class Activities, Classroom Techniques, \*Educational Games, Elementary Secondary Education, \*Group Activities, \*Second Language Instruction, \*Student Participation Daily warm-up exercises are advocated as a means of bridging the gap between previously unrelated activities outside the classroom and immersion into the second language, relaxing the class, and establishing a mood for communication. Variety, careful preparation, assuring that the students understand the activity, feeling free to discontinue an activity that is not working, and extending the activity over several days or into another activity when it is working, are suggested as classroom techniques. Fifteen warm-ups are described for activities including a detective game, mime, information-seeking, giving instructions, a dating game, description, map-making, question-answering and reporting, explanation, and guessing and observation. Notes on developing small-group activities are also included. (MSE)

age Camps; Thirteen Years of Minor Mira-

Pub Date—Apr 85
Note—6p.; Paper presented at the annual meeting of the Central States Conference on the Teaching of Foreign Languages (17th, Kansas City, Kapril 11-13, 1985).

of Foreign Languages (17th, Kansas City, KS, April 11-13, 1985).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Costs, "Day Camp Programs, Difficulty Level, Educational Facilities, French, German, "Group Activities, Housing, "Immersion Programs, "Instructional Materials, Language Teachers, Norwegian, Parent Attitudes, Program Descriptions, "Resident Camp Programs, Scheduling, "Second Language Instruction, Spanish Identifiers—"Language Camps

A language camp program that began with a small group of 10- to 12-year-olds whose faculty parents wanted them to retain the German learned on sabbaticals abroad has developed into a program of annual week-long day and resident camps for 150 children, aged 9 to 14 years, learning German, French, Spanish, and Norwegian. The camp was originally housed in college classrooms, but now occupies a church and uses college dormitories for resident students. Three levels of each language are offered, and students have been known to begin another foreign language after completing the third resident students. Three levels of each language are offered, and students have been known to begin another foreign language after completing the third level of the original one. The costs are kept as low as possible, with tuition covering instruction, books, materials, and an ethnic luncheon in the cafeteria, as well as teacher salaries, facilities, and advertising. well as teacher salaries, facilities, and advertising. Teachers are recruited from the area, and some have used the experience for reentry into teaching after extended time off. Texts have been developed for each level of each language, and many brief, lively group activities are interspersed with instructional periods. A parent program at the end of the camp periods demonstrate what has been learned. A week-long teacher workshop has recently been integrated into the camp program. Parent and teacher reception of the program has been very good, and some expansion is planned. (MSE)

FL 015 369 ED 263 760

Bilingual Education Policy: An International Perspective, Fastback 227,
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

mmgton, mo.

Report No.—ISBN-0-87367-227-5

Pub Date—85

Note—36p.; This fastback was sponsored by the

Orange County California Chapter of Phi Delta

Kappa. Available from—Phi Delta Kappa Educational Foundation, Box 789, Bloomington, IN 47402 Foundatio (\$0.75).

Pub Type— Reports - Descriptive (141) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Change Strategies, Chinese, Communism, Dischronic Linguistics, \*Educational Change, \*Educational Policy, Ethnic Groups, Poreign Countries, French, \*Language Planning, \*Minority Groups, \*Public Policy, Russian Identifiers—Canads, China, Quebec, USSR Bilingualism and bilingual education in the U.S.S.R., the People's Republic of China, and Canada are discussed as a context for examining American attitudes toward and the establishment of bilingual education programs. Russian and minority

can attitudes toward and the establishment of bilingual education programs. Russian and minority languages in the Soviet Union are examined, including the early development of Soviet language policy language policy throm Krushchev to the present. An exploration of Chinese language policy looks at the situation of Chinese national minorities, language policy in Communist China, and education in the context of the Four Modernizations. Discussing of Consetting Communist Chanal, and coucarion in the context of the Four Modernizations. Discussion of Canadian language policy focuses on the history of language in that country, the "quiet revolution" in Quebec, and the pedagogical dimensions of bilingual educa-tion. Against this background, the following conclu-sions are stated: (1) the United States attempts at soons are stated: (1) the United States attempts at bilingual education have been motivated more by political imperatives than educational reasons; (2) bilingual education is not a new concept, but one that has a long history; and (3) we can learn a great deal about what succeeds and what does not by looking at these and other countries' experiences. (MSE)

ED 263 761 FL 015 381

ED 263 761

Cobarrabias, Juan, Ed.

Langauge Policy in Canada: Current Issues. A
Selection of the Proceedings of the Papers
Dealing with Langauge Policy Issues in Canada
at the Conference "Language Policy and Social
Problems" (Curacao, Venezuela, December,
1983). Publication B-150.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Report No.—ISBN-2-89219-159-9
Pub Date—85

Report No.-I

Pub Type— Reports - Research (143) — Opinion Papers (120) — Collected Works - Proceedings

(021)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Acculturation, Canada Natives, \*Cultural Pluralism, Educational Policy, Ethnic Groups, Foreign Countries, Immigrants, \*Language Planning, \*Minority Groups, Native Language Instruction, \*Public Policy, \*Regional Planning, Second Language Instruction, Trend

Identifiers-\*Canada

Analysis
Identifiers—"Canada
The papers related to Canadian language policy at an international conference are presented: "Language Policy in Canada: Current Issues" (Juan Cobarrubias); "Multiculturalism and Language Policy in Canada" (Jim Cummins, Harold Troper); "Defining Language Policy in a Nationalistic Milleu and in a Complex Industrialized Region: the Quebec Case" (Jean-Denis Gendron); "The Impact of Minority on Language Policy and the Impact of Minority in Quebec" (Don Cartwright); "Facts and Fancles in Language Education of Ethnocultural Minorities" (Bruce Bain); "Language Education for Northern Canadian Native Students: A Case Study of Fort Albany, Ontario" (Kelleen Toohey); and "Multiculturalism as De-acculturation" (Claudia Persi-Haines, Ian Pringle). (MSE)

ED 263 762 FL 015 382 Johnson, R. K. And Others Teacher Education and Teacher-Talk. Pub Date—[85]

Pub Date—[85]
Note—26p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Classroom Communication, \*Communication Skills, \*Discourse Analysis, \*Language Styles, Models, Speech Communication, Teacher Education, \*Teacher Effectiveness Identifiers—\*Language across the Curriculum It is proposed that the role of teacher language in instructional effectiveness be included in teacher training as part of language across the curriculum Of the three aspects of "teacher-talk" identified (physiological, interpersonal, and pedagogical), the pedagogical aspect is highlighted as the basis for a model of teacher-talk instruction in a teacher education program. The model is derived from the literation

ture on classroom interaction, as well as from original research and classroom experience. The objec-tive of the instruction is to enable teachers to solve classroom communication problems through appli cation of the communication model in role-playing exercises on specific types of interaction and ques-tion-answering. Three functional modes are identified (interactive, operative, and informative), and the teaching functions or acts typically associated with each phase of each mode are discussed. Sample exercises are given to illustrate how communication tasks focus attention on the performance of these teaching acts, and teachers are encouraged to con-sider how their utterances can contribute to the achievement of curricular objectives. (MSE)

FI. 015 383

Lakoff, Robin
The Politics of Language.
Maurice and Laura Falk Foundation, Pittsburgh,

Pub Date-85

Pub Date—55
Note—16p; Paper presented at the annual meeting
of the California Association of Teachers of English to Speakers of Other Languages (16th, San
Diego, CA, April 1985). In: CATESOL (Califor-

Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. pl-15.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— \*English, Group Dynamics, \*Interpersonal Communication, \*Power Structure, \*Pragmatics, Speech Acts, \*Speech Communication. \*Speech Communication. \*Speech Communication. \*Power Structure, \*Pragmatics, Speech Acts, \*Speech Communication. \*Speech C Syntax

Identifiers—\*Tag Questions
In looking at the forms language takes, linguists sometimes forget to ask the obvious question about the relationship between the forms language uses (phonology and syntax) and the function language is expected to play as a vehicle of communication.

Probably the bulk of our daily communication involves the allocation and use of power, the politics volves the anicoston and use or power, the pointes of language. One way to examine the relationship of form and function in the allocation of linguistic power is to look at the tag question, a construction unique to English that in form is somewhere between a question and a declarative but in function is better viewed as a declarative. The tag question is better viewed as a declarative. The tag question functions to establish a political balance in discourse, both in ordinary conversation and in more obviously political situations, as in a courtroom. The syntactic complexity of the tag question can only be understood through its political implications. By except the court of t tension, we can more fully comprehend our own and others' communicative aims and needs by observing the choice of forms in the actual context in which they are used. (MSE)

ED 263 764 FL 015 384

Richards, Jack C. Planning for Proficiency. Pub Date—85

Note—16p.; Paper presented at the annual meeting of the California Association of Teachers of En-glish to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speak-ers of Other Languages) Occasional Papers, Number 11, Fall 1985. p16-30.

Number 11, Fall 1985, p16-30.

Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Curriculum Development, "English (Second Language), "Language Proficiency, Language Skills, "Learning Theories, Second Language Instruction, Skill Development, "Teaching Methods

Viewing language learning in terms of the devel-opment of proficiency has important implications for the process of curriculum development in En-glish as a second language. A proficiency-oriented curriculum derives not from an analysis of the language code, but from an analysis of target language behaviors. The interest is in both the product and the process of learning. One can determine the con-tent of learning by identifying the educational, oc-cupational, and interactional tasks learners need to perform in the target language. One can view the process of learning not as interlanguage development but as development of proficiency in functional task-related skills. The teacher, the syllabus, and the instructional materials assume a central role in territory of the conficiency of the confici in teaching for proficiency since providing opportunities for proficiency development requires systematic needs analysis, task analysis, goal setting, and development and evaluation of teaching and learn-ing activities. This is not to advocate a new moveing activities. Inis is not to advocate a new move-ment or philosophy of language teaching, but to stress the importance of looking more closely at what language proficiency entails and how it can be addressed in the second language curriculum. A brief list of references concludes the paper. (Au-

FL 015 385

Richmond, Kent Prose Models and the ESL Writing Less

Tote—11p.; Paper presented at the annual meeting of the California Association of Teachers of Enof the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p31-40. Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/PCD1 Plus Postage. Descriptors—\*Classroom Techniques, Connected Discourse, \*English (Second Language), Models, Rhetoric. Second Language), Writing

Discourse, "English (Second Language), Models, Rhetoric, Second Language Instruction, "Writing (Composition), "Writing Instruction
The use of prose models in the English as a second

language writing class has been criticized for promoting product-based rather than process-based learning. However, the process-centered approach has a number of drawbacks, and prose mod solve some of these inherent problems. Properly designed models can be an essential part of a writing class if their purpose is to show how writers with limited English proficiency can solve a communica-tion problem in an acceptable, idiomatic, and concise way. Students can learn a little about rhetorical patterns by studying a dozen or so models, but to increase the range of content areas in which students can operate and to build up an inventory of adaptable cliches, they should be exposed to many more models. By studying a large number of models and solutions, students realize that writing is more than the application of a few simple formulas. They see the ommunicative value of the structures they learn and appreciate the kinds of communication problems writing can solve. (MSE)

FL 015 386 ED 263 766 Hall, June-Ellen

Cross-Peer Tutoring for Special Reading and ESL

Students. Pub Date—85

Note—12p.; Paper presented at the annual meeting of the California Association of Teachers of En-

of the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p41-51.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/P01 Plus Postage.
Descriptors—Academic Achievement, \*English (Second Language). \*Individualized Instruction, Limited English Speaking, \*Peer Teaching, \*Program Effectiveness, Second Language Instruction, Self Concept, \*Student Attitudes, Student Responsibility, \*Tutorial Programs, Underachievement

Cross-peer tutoring in English as a second language, in which an under-achieving native English-speaking student tutors a limited-English-speaking student, focuses on learning as a cooperative undertaking and addresses both the process and the outcome of learning. In one such project, student tutors were chosen according to their characteristics of using helping behaviors, abil-ity to be well-liked, desire to tutor, completion of their own classwork and recommendation from their regular classroom teacher, skill level above their regular classroom teather, akin sevel above that being taught, and positive attitude toward peer tutoring. Students being tutored must have a will-ingness to be helped, a desire to grow, and good behavior. The objectives are to improve the shy student's self-image, develop student awareness of in-dividual differences, and develop students' sense of dividual differences, and overlop students sense on responsibility. Tutor training in methodology and content is an essential program element. Tutors' vis-ibility is increased by special privileges and rewards. Students being tutored benefit by increased individ-ual attention, closer instructor contact resulting in increased learning efficiency, the positive influence of a role model, and increased self-esteem. The tutor

benefits include enhanced achievement, increased self-esteem, and enhanced school and social attitudes. In addition, the teacher or resource teacher benefits greatly from the increased attention to indi-vidual students. A short list of references concludes the paper. (MSE)

ED 263 767 FL 015 388 Browning, Gari What Makes ESL Students' Speech Sound Unac-

ceptable? Pub Date—85

Pub Date—55 Note—11p.; Paper presented at the annual meeting of the California Association of Teachers of En-glish to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p72-81.

Pub Type-Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English (Second Language), \*Error Patterns, Foreign Students, Interpersonal Com-munication, Negative Attitudes, \*Peer Accep-tance, \*Phonology, Second Language Instruction, \*Speech Habits, Work Environment

A study of the gravity of non-native speakers' speech errors, particularly as viewed in the work-place, was based on two assumptions: that certain features of spoken English contribute more to speech acceptability than others, and that native speakers have an internalized, ordered list of criteria for making judgments about non-native speakers' English. The study had three groups of subjects: 70 students of English as a second language (ESL) who provided speech samples; 29 ESL teachers who judged the samples' acceptability, identified non-native features using a checklist, and ranked the five least acceptable features; and 21 naive judges chosen on the basis of their occupations, with little linguistic or foreign language training and limited exposure to ESL, who judged which of a pair of artificial speech samples was more acceptable. While results suggest a hierarchy of speech sound acceptability generalizable on the basis of occupation, further research on isolating features and other independent variables is recommended. Although some variation from earlier hierarchies was found, the methodology used was determined to be viable eakers have an internalized, ordered list of criteria the methodology used was determined to be viable for extending the hierarchy. (MSE)

ED 263 768 FL 015 389 Bassano, Sharron American ESL Classes and Foreign Student Ex-

Pub Date-85

Note—12p.; Paper presented at a regional meeting of the California Association of Teachers of En-glish to Speakers of Other Languages (16th San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985, p82-91.

Number 11, Fall 1985, p82-91.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, Classroom Environment, \*English (Second Language), \*Foreign Students, Language Teachers, Second Language
Instruction, \*Student Attitudes,
\*Teacher Attitudes, Teaching Styles
A study of the expectations and attitudes of adult

foreign students toward their instruction in English as a second language, the classroom environment, and the extent to which the instruction was meeting their language skill development priorities also ex-amined the teachers' perceptions of their own teaching styles and the instructional milieu and priorities. Results indicated that the teachers thought of them-selves as innovative and egalitarian, with lower exserves as innovative and eganitarian, with lower ex-pectations than the students' concerning realization of language fluency. Most students appeared to be adapting well to their teachers' presentations, but some appeared to have higher goals and/or to prefer more traditional and formal leadership in the classroom. The major differences in student and teacher room. The major differences is student and teacher responses appeared in the amount of formality desirable in the classroom, the desirability of independent, group work, and the degree to which language akilis must be perfected. Most students preferred studying English in the United States to studying in their home countries. It is recommended that teachers become aware of their students' past classroom experiences, show an interest in planning learning experiences that validate past experience.

to have and build confidence in their students' abili-ties, begin with the familiar and move to new things, and be aware of student concerns and goals. (MSE)

ED 263 769 FL 015 390 McGroarty, Mary Teacher Priorities in Secondary ESL and EFL

Instruction.
Pub Date—85

Pub Date—85
Note—11p.; Paper presented at the annual meeting
of the California Association of Teachers of English to Speakers of Other Languages (16th, San
Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers,
Number 11, Fall 1985. p93-102.
Pub Tyres. Reports. Research (143).—Speaches (4

Pub Type-Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Comparative
Analysis, Cultural Awareness, Curriculum Development, \*Educational Objectives, \*English (Second Language), Foreign Countries, Large Group
Instruction, Learning Processes, Material Development, Reading Instruction, Secondary Education, Second Language Instruction, Surveys,
\*Teacher Attitudes, Teacher Education
Two groups of teachers of English as a second
language (ESL), a California group of 133 and a
Venezuelan group of 35, were surveyed about their
perceived areas of instructional need. The three top
needs of the California group were ESL instruction
in the content areas, program design for preliterate

perceived areas of instructional need. The three top needs of the California group were ESL instruction in the content areas, program design for preliterate students, and materials development. The needs expressed by the Venezuelans included strategies to teach reading in English, teacher knowledge of language learning, and methods to use in very large classes. The common elements in the two lists of teacher concerns show the teachers' awareness of teacher concerns show the teachers' awareness of teacher concerns and the therme current in second language. some of the themes current in second language some of the themes current in second language learning theory and research. Both groups are interested in using content other than language for teaching English; the Venezuelan group, to provide interest in large classes, and the California group, to improve the fit between English and other secondary school subjects. Both mention mastery of a variety of teaching techniques as important. The differences in the lists demonstrate the profound influence of student population and institutional setinfluence of student population and institutional set-ting on second language instruction. The results can help those developing materials to serve the needs of teachers in different settings with different objectives. (Author/MSE)

ED 263 770 FL 015 391 Johns, Ann M.

The New Authenticity and the Preparation of Commercial Reading Texts for Lower-Level ESP Students.

Pub Date-85

rub Date—85
Note—6p.; In: CATESOL Occasional Papers,
Number 11 p103-07 Fall 1985. (16th, San Diego,
CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of
Other Languages) Occasional Papers, Number
11, Fall 1985. p103-07.
Pub Type—Information Analyses (620).

Pub Type-Information Analyses (070) - Opinion

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"English for Special Purposes, Introductory Courses, Literature Reviews, "Material Development, Primary Sources, Reading Instruction, "Reading Materials, Relevance (Education), Second Language Instruction, "Teacher Developed Materials, "Textbook Preparation Simplification of reading materials for lower-level English for special purposes (ESP) instruction may make texts comprehensible, but it may not make them much different from texts written 50 years

them much different from texts written 50 years ago. What will make them different is their authenago. What will make them different is their authen-ticity, an approach characteristic of ESP, even at the lowest levels. However, authenticity is often con-fused with relevance. The "new authenticity" as-sumes that the authenticity of the situation in which a text is written is not as important for teaching as other text qualities, such as its ability to activate learning strategies during the course and to encour-age learning beyond the course of instruction. Sim-plified text, can be written with the second age learning beyond the course of instruction. Sim-plified texts can be written with the new authenticity if both rhetorical and linguistic features are considered, thereby maintaining the character of the unmodified text at several levels. Much of the learning strategy activation may be achieved by the teachers as they move through the text, demonstrat-ing through mid-reading activities how readers in-teract with text and overcome the confusion that

often results from overexposure to new material. Motivation, which is central to all learning, can be prior content knowledge or that activate students' prior content knowledge or that increase students' interest in a particular subject. The new authenticity will be important to the advancement of ESP.

ED 263 771 FL 015 392 Kirn, Elaine
The Reality of ESL Publishing: An Author's Point

Pub Date—85
Note—9p.; Summary of a presentation at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (15th, San Diego, CA, April 1984). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p108-15.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Authors, \*Copyrights, Economics, \*English (Second Language). \*Pinancial Support, Publishing Industry, Second Language Instruction, \*Textbook Preparation
Authors of texts for instruction in English as a

tion, "Textbook Preparation
Authors of texts for instruction in English as a
second language have several options for publishing:
the traditinal method, dealing directly with large,
well-known publishers, or with smaller, specialized
houses, or with author-formed groups. This process
begins with an idea, and involves making contacts
and submitting proposals, review and revision, a
contract, manuscript completion, editing, printing,
marketing, and the receipt of royalties. Other possible publishing options include self-publishing, a respectable method that includes both author control
and author responsibility for costs and distribution;
subsidy publishing by "vanity presses" that offer
limited editorial assistance; and publication by book
packagers that provide a variety of services to both
authors and publishers, particularly editorial services. In all cases, it is essential for the author to
protect his or her interests by being informed about
the legal and financial considerations of each option
and contractual agreement. (MSE) Authors of texts for instruction in English as a

FL 015 393 ED 263 772

FL Giauque, Gerald S.
Teacher's Pets and the Learning Process.
Pub Date—Oct 85

Note-8p.

Note-8p.
Pub Type— Reports - Descriptive (141) — Guides
- Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Classroom Communication, College
Students, Higher Education, Second Language
Instruction, \*Student Attitudes, \*Student Motivation, \*Student Participation, \*Teacher Student Relationship

Even college students often hesitate to appear too intellectual or participate in class very much. Some students are non-identifying students, with antipa-thy for teachers, and some are identifying students with a good self-concept as learners and neutral or empathetic feelings for teachers. The teacher's diempainenc reeings for teachers. The teacher's di-lemma is to devise techniques to produce identifica-tion in students, either by acquiring characteristics so that he or she will appear similar to the students, as many young teachers do, or by providing incen-tives to draw students toward them. The "Natural tives to draw students toward them. The "Natural Approach" to language instruction does not demand active participation from students, but some students high affective filter. Another approach taken is a collaborative one, encouraging students to participate by means other than calling on them. One teacher's technique is to ask students to write a star on their homework if they have volunteered in class that day, and when some still resist participating, to make volunteering a privilege rather thin pating, to make volunteering a privilege rather than a duty by allowing fewer answers in the course of a class than there are students. This subtle pressure to participate has been found to be effective in most cases and has improved overall classroom communication considerably. (MSE)

FL 015 394 ED 263 773

Giauque, Gerald S.

How to Increase Student Participation in a Foreign Language Reading Class.

Pub Date—Mar 85 Note-7p.

Pub Type— Reports - Descriptive (141) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Assignments, Classroom Communication, \*Classroom Techniques, \*Individualized Instruction, Reading Instruction, Second Language Instruction, \*Student Participation, Teacher Attitudes, \*Teacher Student Relationable, \*Writing (Composition)
Identifiers—\*Error Correction (Language)
A technique for increasing student interest and participation which provides some of the benefits of individualized instruction includes daily homework assignments and short daily compositions. The daily

individualized instruction includes daily homework assignments and short daily compositions. The daily homework assignments are only looked over, not corrected or graded. For the short daily compositions (three sentences for first-year classes, and five sentences for others) topics are suggested but not required. The topics reflect current classroom material or are intended to get students to express their psychological needs. At first, the compositions are only read and commented on encouragingly, not corrected. As students increase the composition length and introduce creativity, some correction begins. At the end of the first year, student groups are length and introduce creativity, some correction begins. At the end of the first year, student errors are circled and discussed briefly with the individual students. As reading assignments are begun, students are given brief questionnaires on which they are expected to tell nonestly whether they have read and comprehended the assignments. The teacher does not waste class time calling on students who are only partially prepared. The essence of the technique is to take time for each student who is prepared, encouraging and rewarding positive behavior. (MSE) ehavior. (MSE)

FL 015 395 Peterson, Margo P. Sosnowski, Barbara
Preparing Refugee Youth for American Secondary
School: The PASS Program. Pub Date-85

Note-6r

Note—op.

Journal Cit—Passage; v1 n3 p8-12 Win 1985

Pub Type— Reports - Descriptive (141) — Journal

Articles (080)

Articles (1980)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Acculturation, "Coping, "Cross Cultural Training, Daily Living Skills, English (Second Language), Language Skills, Mathematics, Orientation Materials, "Refugees, Secondary Education, "Secondary School Students, Social Advances, "Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, Social Advances," Secondary School Students, Social Advances, "Secondary School Students, "Secondary School Students, "Secondary School Students, "Secondary School Students, "Secondary School St justment, \*Student Adjustment

justment, "Student Adjustment Identifiers—Cambodia, Thailand Preparation for American Secondary Schools (PASS) programs designed to prepare 13- to 16-year-old refugees for the transition to American secondary schools have been implemented in the refugee training centers in Thailand and the Philippines. The curriculum emphasizes language and math skills and cultural orientation. Students also develon cross-cultural interpersonal and complete training centers are considered to the construction of the co develop cross-cultural, interpersonal, and coping skills for their own transition and for their roles as members of a family in transition. Classes run for four hours daily for 20 weeks. Program develop-ment was based on knowledge of the students' (all Khmers) educational background, placement test-ing, and the experiences of English as a second language programs in the United States. The first class graduated from the Thailand program in September 1985, and curriculum development continues based on the experiences of this group both while they were in the program and after their arrival in the United States. (MSE)

ED 263 775 FL 015 396 Phillips, John Cribbs, Diane
Meeting Friends and Bumming Cigarettes: Training Teachers to Teach Social Language. Pub Date-85

Journal Cit—Passage; v1 n1 p19-23 Win 1985 Pub Type— Reports - Descriptive (141) — Journal Articles (080)

Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Acculturation, Adolescents, Adults,
Cambodians, Course Descriptions, \*Cultural
Awareness, \*English (Second Language), Foreign
Countries, Inservice Teacher Education, \*Language Styles, \*Refugees, Second Language In-struction, \*Social Life, Vietnamese People

In an effort to address both the interests of Khmer in an erior to adoress both the interests of knimer and Vietnamese refugee students and the experiences of refugees making the adjustment to life in the United States, the Galang Refugee Processing Center developed a social language unit to add to the curriculum. The unit is designed to teach students of the control of dents socially appropriate ways to make and com-municate with friends. The English-speaking Indonesian teachers at the center, most of whom

have not been to the United States, are trained in the language used in the unit and in the subtle features of American culture underlying the language use. Simulation and role-playing, recorded on viedotape, are used to train the teachers. Also, in response to teacher interest in additional information, handouts reacher interest in additional information, handouts containing a variety of dialogues were prepared and distributed. Classroom games and situation cards were also developed for teacher training and classroom use. A result of the unit's inclusion has been more social language use outside the classroom at the refugee center. (MSE)

ED 263 776 FL 015 398 Rinvolucri, Mario

Grammar Games. Cognitive, Affective and Drama Activities for EPL Students. Report No.—ISBN-0-521-27773-6 Pub Date—85

Available from—Cambridge University Press, 32 East 57th Street, New York, NY 10022 (\$7.95). Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Books (010)
Document Not Available from EDRS.
Descriptors—\*Class Activities, Difficulty Level,
\*Dramatic Play, \*Educational Games, \*English
(Second Language), \*Grammar, \*Group Activities, Second Language Instruction, Sentence
Structure, Student Participation
Identifiers—Error Correction (Language), Silent

Identifiers—Error Correction (Language), Silent Way (Gattegno)
A collection of 56 classroom games to be used in grammar instruction in English as a second language includes five game categories: (1) traditional, competitive games modified to allow students to work in small groups and show themselves and the teacher how much or how little grammar they know; (2) Silent Way or Silent Way-inspired exercises in which students build acceptance in programmar control of the students of the student which students build sentences and paragraphs in cooperation, rather than in competition, with each cooperation, rather than in competition, with each other; (3) exercises focusing on student-provided content within certain prescribed grammatical structures, designed to promote awareness of human relationships, as well as to provide grammar practice; (4) dramatic activities; and (5) miscella-neous grammar-practice activities. Each exercise is proposed for a specific level based on the gramma content, and notes about the use of the games related activities in class are included. (MSE)

Barker, David J., Ed. Terdy, Dennis, Ed. Barker, David J., Ed. 1979, Dennis, Ed.
Language Key to Learning: Selected Papers from
the Annual State Convention of the Illinois
Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984), Volume V.

Illinois Teachers of English to Speakers of Other Languages and Bilingual Education, Chicago. Pub Date—84

Note-79p.; For individual papers see FL 015 400-407.

400-407.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Pestage.

Descriptors—Achievement Gains, \*Billingual Education, \*Classroom Techniques, Cloze Procedure, Elementary Secondary Education, \*English (Second Language), Limited English Speaking, Music Activities, Native Language Instruction, Predictor Variables, \*Reading Instruction, Second Language Instruction, \*Student Evaluation, Teacher Education, Teaching Methods, Testing, Tutoring Selected papers from the state conference of the Illinois Teachers of English to Speakers of Other Languages include two plenary session presenta-Selected papers from the state conterence of the Illinois Teachers of English to Speakers of Other Languages include two plenary session presentations and six concurrent session presentations. The plenary session presentations are "Who's In Charge Here?" by Jeaan Handscombe and "So What Do You Do In There Anyway?" by Dennis Terdy. The concurrent session presentations are: "Cloze Residual Gain: A Procedure for Measuring Information Gain in ESL Reading Comprehension" (Patricia German, Kyle Perkins); "Tutoring Without a Net" (Virginia Gibbons, Suzanne Liebman); "Wholistic Evaluation of Language Minority Students in Elementary and Secondary Schools" (Margot H. Gottlieb); "Can Southeast Asian Students Learn to Discriminate Between English Phonemes More Quickly with the Aid of Music and Rhythm?" (Lisa Karimer); "Critical Issues in the Use and Teaching of the Native Language to Asian Limited English Proficient Students" (Wook Park, Ovid Wong, Noriko Takada, Stephen Shiu, David Wong, Pa-

tricia Kim); and "Using Oral and Written Language Responses from Two Language Inventories and Data from a Non-Verbal IQ Test to Predict ESL Reading Performance" (Kyle Perkins, Charlotte Groff, Paul Angelis). (MSE)

FI 015 400 ED 263 778

Handscombe, Jean Who's In Charge Here? Pub Date-84

Pub Date—84

Note—10p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Billingual Education (12th, 1984). Volume V. (FL 015 399).

Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, Course Descriptions, \*English (Second Language), Higher Education, \*Language Teachers, \*Leadership Training, Second Language Instruction, Teacher Education, \*Teacher Role

The leadership component in a teacher certifica-

Teacher Education, "Teacher Role
The leadership component in a teacher certification course for teaching English as a second language (ESL), adapted from an administrator
development course, was designed to encourage
teachers to think of themselves as leaders within
their present classroom roles. Techniques include
such activities as introductions and the sharing of such activities as introductions and the snaring or varied teaching experiences and needs. Leadership is highlighted as an everyday concern in the teach-ers' instructional settings. Major sources of informa-tion on ESL are identified, and strategies for influencing people, both peers and colleagues at other levels of the educational hierarchy, are examined. The need for teacher attention to the intent of communication is emphasized, as well as the need for the teacher to establish a reputation as a knowlfor the teacher to establish a reputation as a knowledgeable spokesperson. Practice in dealing with the anxiety of influencing others is provided through the preparation and presentation by each teacher of a workshop for a group of 35 colleagues. Experience has shown that this kind of course component gives teachers courage and skills to bring about positive changes in their own work settings, and sometimes in those of their colleagues. (MSE)

ED 263 779 FL 015 401 Terdy, Dennis
"So What Do You Do in There Anyway?"

Pub Date-84

Pub Date—84
Note—9p.; In: Language Key to Learning. Selected
Papers from the Annual State Convention of the
Illinois Teachers of English to Speakers of Other
Languages/Bilingual Education (12th, 1984).
Volume V. (FL 015 399).
Pub Type—Reports - Descriptive (141)—Information Analyses (070)—Speeches/Meeting Papers
(150)
PUBS Parker, MEMIL (2004)

(150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), \*Bilingual Education, Educational Objectives, \*Educational Strategies, \*English (Second Language), \*Learning Strategies, \*Limited English Speaking, Native Language Instruction, Second Language Instruction, Teacher Role, Teaching Methods

There is a widespread lack of understanding of what bilingual and English-as-a-second-language (ESL) instruction consist of, and the day-to-day classroom operations are not easy to explain. Both bilingual and ESL instruction have seen rapid expansion in recent years, and the instructional and pansion in recent years, and the instructional and curricular approaches have been refined. It has been found that rather than emphasizing only discrete language skills, ESL teachers need to provide learnlanguage skills, ESL teachers need to provide learning strategies that will apply to the acquisition of language skills beyond the specialized bilingual or ESL program. Sources are suggested for learning strategies in oral language, reading, and writing, as well as for articulation of the specialized program with mainstream instruction. Bilingual and ESL instructors have three basic responsibilities at all levels, to: (1) know fully the methodologies and curricula of the respective fields; (2) know and teach strategies in the essential skill areas of listening. strategies in the essential skill areas of listening, speaking, reading, and writing; and (3) know what skills students need upon exit from the instructional program. (MSE)

ED 263 780 FL 015 402

German, Patricia Perkins, Kyle
Cloze Residual Gain: A Procedure for Measuring
Information Gain in ESL Reading Comprehen-

Pub Date 84

Note—11p.; In: Language Key to Learning. Se-lected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages Bilingual Education (12th, 1984). Volume V. (FL 015 399).

1984). Volume V. (FL 015 399).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Achievement Gaina, "Cloze Procedure, College Students, Educational Research,
"English (Second Language), Foreign Students,
Higher Education, "Measurement Techniques,
"Reading Comprehension, Research Methodology, Second Language Instruction, Statistical
Analysis, "Test Interpretation
This study used the residual gain statistic in reading comprehension research in English as a second
language to assess individual differences in improvement accruing from learning and training. The
subjects were 34 foreign college students with a va-

subjects were 34 foreign college students with a va-riety of native languages. A 35-item cloze test with every eighth word eliminated, but with the first and every eighth word eliminated, but with the first and last sentences unmutilated, was administered in two linguistics class sections. A week later, students were given the passage intact and allowed to study it. The test was then readministered. A standard reading comprehension test was used as a criterion measure. Half the subjects' performance was higher than predicted on the basis of pretest scores, and half the subjects' performance was lower than predicted, an unanticipated result. However, the technique did allow a partitioning of prior knowledge from that acquired by reading, and the results identified superior and inferior "improvers" for further research on the speed and quality of learning in reading. (MSE) reading. (MSE)

Gibbons, Virginia Leibman, Suzanne Tutoring without a Net. Pub Date—84

Pub Date—84
Note—5p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).
Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*English (Second Language), Second Language Instruction, \*Teacher Student Relationship, Teaching Methods, \*Tutoring, \*Writing Exercises. \*Writing Instruction

tionship, Teaching Methods, "Tutoring, "Writing Exercises, "Writing Instruction Four techniques are suggested for tutoring students of English as a second language in writing taking a "writing history" of the student's experiences, failures, and successes at writing by asking open-ended questions in a non-judgmental way during an informal interview; brainstorming about a given writing topic, with the tutor taking close notes of the student's comments and making no explanaof the student's comments and making no evalua-tion; timed writing assignments, five to ten minutes long, on broad topics from which the student makes a selection; and oral proofreading, in which a stua selection; and oral proofreading, in which a stu-dent reads a paper, an unmarked paper or a timed writing composition, paying attention to grammati-cal and surface error. The exercises can be used for diagnosis, illustration, or practice, but all have the common objective of developing a solid tutor-stu-dent relationship. Moreover, with effective demon-stration and encouragement, the students begin to adopt and internalize the techniques for then

ED 263 782 FL 015 404

Gottlieb, Margo H.
"Wholistic" Evaluation of Language Minority Stu-dents in Elementary and Secondary Schools. Pub Date-84

Note—12p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Billingual Education (12th, 1984). Volume V. (FL 015 399).

1984). Volume V. (FL 015 399).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postags.
Descriptors—Elementary Secondary Education,
"Holistic Approach, "Individual Differences,
"Language Tests, "Limited English Speaking,
Linguistic Theory, "Student Evaluation, Teacher
Role.

Whereas testing is limited to the parameters of the instrument used, evaluation is a broader assessment of a situation. Wholistic evaluation amplifies the ept to include both intrinsic and extrinsic factors. Student-centered evaluation acknowledges that differentiated inputs may attribute to differentiated outputs. Select sociolinguisic, psycholinguistic, and educational variables unique to limited-English-proficient (LEP) students contribute to language acquisition and learning. Their recognition and integration into an evaluation plan facilitates appropriate and meaningful educational opportunities for LEP students. Teachers are both a valuable source of data and a resource to be used in student evaluation. Teacher expertise or connoisseurship is the backbone of instruction and needs to be built into the assessment model. If English as a second language and bilingual education teachers are considered key components in student evaluation, and reliable and valid information is obtainable through informal and formal means, educational decisions that affect LEP students will be more sound, realistic, and useful. (MSE) Student-centered evaluation acknowledges

ED 263 783

FL 015 405

Karimer, Lisa
Can Southeast Asian Students Learn to Discriminate between English Phonemes More Quickly with the Aid of Music and Rhythm?

Pub Date-

Pub Date—84

Note—88; In: Language Key to Learning. Selected

Papers from the Annual State Convention of the
Illinois Teachers of English to Speakers of Other

Languages/Bilingual Education (12th, 1984).

Volume V. (FL 015 399).

Volume V. (FL 015 399).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Adults, "Auditory Discrimination,
Cambodians, Classroom Techniques, "Distinctive
Features (Language), "English (Second Language), Immigrants, Interference (Language),
Laotians, "Music Activities, "Phonemes, "Phonology, Second Language Learning, Vietnamese
People

Heopie Hong People, Rhythm A study of the effectiveness of music and rhythm used in classroom activities as a technique for developing short-term memory for phonological learning had as subjects 25 adult Cambodian, Lao, Hmong, and as subjects 22 sourt cambodian, Lao, Hmong, and Vietnamese immigrants, students in a course in English as a second language. The subjects were given a pretest of their ability to distinguish similar and dissimilar initial and final phonemes in 20 word pairs. The phonemes focused on were sh/s/z/l/r/c/ch/p/t. Those who followed the directions in their responses were assigned to two groups, a treatment and a control group. Both groups were given 20 minutes of instruction twice a week, for two 20 minutes or instruction twice a week, for two weeks. The control group was given minimal pairs highlighting the above phonemes, and the experimental group was given various songs and rhythmic chants presenting the same sounds contextually. A posttest similar to the pretest was administered after the context of the con posttest similar to the pretest was administered after two weeks. The experimental group had slightly higher posttest scores than the control group. This finding suggests an advantage in the experimental treatment, especially in view of the previous experience of the individuals composing the two groups. In addition, the experimental group's scores were all bunched around a central score, suggesting that the experimental group advanced more as a group than did the control group, whose scores were distributed over a full range of scores. (MSE)

ED 263 784 FL 015 406

Purk, Wook And Others
Critical Issues in the Use and Teaching of the
Native Language to Asian Limited English Proficient Students.
Pub Date—84

Pub Date—54
Note—9p.; In: Language Key to Learning. Selected
Papers from the Annual State Convention of the
Illinois Teachers of English to Speakers of Other
Languages/Billingual Education (12th, 1984).
Volume V. (FL 015 399). - Reports - Research (143) - Speeches/-

Pub Type-

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Bilingual Education, "English (Second Language) \*Immigrants, "Language of Instruction, Language Skills, "Limited English Speaking, Linguistic Theory, "Native Language Instruction, Second Language Learning, Teacher Attitudes, Transfer of Training Identifiers—"Asians
A discussion of the use of native languages in the instruction of limited English proficient Asian students addresses three questions: (1) whether the students addresses three questions: (1) whether the students and th

instruction; (2) whether there is a transfer of skills from the native language to the second language; and (3) how the language and culture of the language minority children can effectively assist in the learning of English language skills. The discussion draws on information gathered from a survey of teachers of Asian language minority children, observations presented by teaching personnel representing bilingual, English as a second language, and immersion programs serving these populations throughout Illinois, and a dialogue between practitioners and theorists. It is concluded that teaching in the native language is highly recognized and most recommended for concept development and that the transfer of cognitive and academic proficiency is easier than the transfer of basic communicative skills from the native language to English. It is noted that the native language, vocabulary, phonology, grammar, writing system, syntax, learning styles, and cultural implications are similar in most Asian languages, and that these areas do facilitate progress from the native language to English. (MSE) instruction; (2) whether there is a transfer of skills

ED 263 785 FL 015 407

Perkins, Kyle And Others
Using Oral and Written Language Responses from
Two Language Inventories and Data from a
Non-Verbal IQ Test to Predict ESL Reading

Performance.
Pub Date—84
Note—20p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Cathering (12th.) of the littles reachers of English to Speakers of Other Languages/Billingual Education (12th, 1984). Volume V. (FL 015 399). Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Phs Postage.
Descriptors—Adult Students, Comparative Analysis, \*English (Second Language), Intelligence
Tests, \*Language Skills, Oral Language, \*Predictor Variables, \*Reading Comprehension, Second
Language Learning, \*Test Use, Written Language
A study of predictors of reading comprehension in
English as a second language had as subjects 33
adult students in full-time intensive English classes
at the intermediate and advanced levels of reading.

Rach was tested with an oral and swritten language.

Each was tested with an oral and a written language Each was tested with an oral and a written language inventory, and each response was recorded as syntagmatic or paradigmatic. Other tests included a standard nonverbal intelligence measure, a cloze test with 100 blanks, and a reading comprehension test containing 40 questions based on seven pasages from various sources. The items in the reading test assessed word meaning in isolation and in context, inference, key points of the passage, and evaluation. The results suggest that a language-free intelligence measure is a better predictor of scores achieved on a cloze test and a reading comprehen-sion test than responses to oral and written language inventories for an adult second-language subject pool. It is suggested that the responses to the lan-guage inventories are not as consistent and homogeneous as the intelligence test data because these intensive English students have not yet completed the syntagmatic-paradigmatic shift in English that usually occurs in native English speakers between the ages of 5 and 7 years. The oral and written language inventories and 17 tables are appended. (MSE)

ED 263 786 FL 015 411

Lozano, Anthony G.

Educational Technology and Language Trainin
International Research and Studies Program
Plual Report.

Colorado Univ., Boulder. Spons Agency—Department of Education, Wash-Spons Agency—Depa ington, DC. Pub Date—85 Grant—G008303642

Grant—Note—119p.
Note—119p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143) Pub Type— Reports - Research (143) EDRS Price - MF01/PC05 Plus Posts

EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Audiotape Recordings, Comparative
Analysis, \*Computer Assisted Instruction, \*Educational Technology, \*Educational Television,
Higher Education, Introductory Courses, \*Language Skills, \*Second
Language Instruction, Skill Development, Spaniah, Student Attitudes, Teacher Student Relationahip, \*Teaching Methods, \*Writing Skills
A study investigated the relative effectiveness of two new teaching technologies, television and computers, as compared with traditional language laboratory instructional audiotapes in introductory

Spanish. The dependent variables examined in-cluded the following: overall achievment level; reading, writing, and grammatical skills; and im-proved speaking and listening skills, all as measured by pure tests of reading, writing, listening, and speaking. The subjects were 144 introductory Span-ish students divided into eight recitation groups. ish students divided into eight recitation groups. Half of these groups (control groups) were assigned to 40 minutes a week of audiotape laboratory; two were assigned to 40 minutes a week of tele-lessons, and two were assigned to 40 minutes a week of computer drills. Other features of the course were computer drills. Other features of the course were the same as the standard introductory curriculum. Results indicate that the computer-assisted instruc-tion method was clearly the most successful of the three tested, but only in enhancing writing skills and not, by extension, other language skills. Use of the computer for a variety of skill development exer-cise, alone or in combination with another instruc-tional method, is recommended. (MSE)

FL 015 412 Liskin-Gasparro, Judith E. Foreign Language Oral Proficiency Testing: An Organizing Principle for Instruction. Pub Date—34

Organizing Principle for Instruction.

Pub Date—84

Note—18p.; Paper presented at the annual meeting of the National Council on Measurement in Education (New Orleans, LA, 1984).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MPOI/POI Plus Postage.

Descriptors—Conversational Language Courses, "Curriculum Design, Educational Objectives, "Curriculum Design, Educational Objectives, Higher Education, "Interviews, "Language Proficiency, "Language Tests, Program Evaluation, Rating Scales, Secondary Education, Second Language Instruction, "Speech Communication, Student Evaluation, Test Use Identifiers—"ACTFL ETS Proficiency Guidelines The oral proficiency interview, a one-to-one conversational interview structured to elicit the best performance the student can sustain, is based on a scale and test developed 30 years ago by the Foreign Service Institute. Interest in it has increased substantially in recent years, and further research and developed of the page of the pag

service institute. Interest in it has increased sub-stantially in recent years, and further research and development of the measure for use in a variety of situations have been undertaken. It was found that, as a result of a training course given to test adminis-trators, some teachers altered the curriculum, classroom activities, materials, and pace of instruction to help students cross the major thresholds between one proficiency level and the next. Several curricuone protectine; ever and the next several curriculum development projects have grown out of the
American Council on the Teaching of Foreign Languages/ Educational Testing Service (ACTFL/ETS)
oral proficiency projects, including one aimed at
restructuring a secondary-level French program
based on the ACTFL proficiency guidelines and one
creating a fourth-way college conversation course based on the ACTFL proficiency guidelines and one creating a fourth-year college conversation course designed to move students from the intermediate to the advanced level. The ACTFL/ETS guidelines and tests based on them can serve as an organizing principle for curriculum development and provide a basis for the elaboration of end-of-course goals. They have been found to be more effective than other instructional strategies in helping students emerge from language study with a usable level of language skill. (MSE)

Ringler, Marlene Ruark, Carroll T.
Tupping Our Resources. ESOL Staff Development
Workshop (Spring, 1985).
Montgomery County Public Schools, Rockville,
Md. Dept. of Adult Education.
Pub Date—Sep 85

Md. Dept. of Adult Buscatols.

Pub Date—Sep 85

Note—22p.

Pub Type— Reports - Descriptive (141) — Guides
- Classroom - Teacher (052) — Collected Works
- Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, "Class Activities, Classroom Techniques, Competency Based Education, Creative Writing, Dialogs (Language), Diaries, Difficulty Level, "Educational Strategies, "English (Second Language), Foreign Students, Language Laboratories, Learning Strategies, Second Language Instruction, "Student Characteristics, Volunteers, "Writing Instruction

Summaries of the sessions presented at a spring 1985 workshop for teachers in the Montgomery County Public Schools' English for speakers of other languages program include: "The Adult Student-Involving the Learner in the Learning Process" (Ellen Mentzer); "Creative Writing

Techniques-Stimulating Language Learning Through Written Expression" (JoAnn Power); "Language Instruction Through Song, Question Cards, and Other Activities That Work" (Rita Portocarrero); "A Task-Oriented Instructional Approach" (Chris Califa); "Dialogue Journals-Trends and Application for Foreign Students" (Nancy Rhodes); "Volunteers-Can They Benefit My Students" (Jeanne Stacy); "An Oral/Aural Approach to Instruction" (Comie Inukai); "Competency Instruction: Implementing an Approach" (Gail Schmitt, Sharon Mandel); "The Connecticut Pat-Language Lab-Development and Purpose" (Judy Schmitt, Sharon Mandel); "The Connecticut Park Language Lab-Development and Purpose" (Judy Davis, Sherrie Polsky); "The Basic ESOL Student" (Lynda Dreisonstok, Aphrodite Jensen); "The Be-ginning I ESOL Student" (Mary Debardelaben, Ray VanSanten); "The Beginning II ESOL Stu-dent" (Joyce Freed, Carolyn Spector); "The Inter-mediate I ESOL Student" (Marilyn Glick, Anne Greenfeld); "The Intermediate II ESOL Student" (Carmen Nakassia, Sharon Krohn), and "The Ad-vanced ESOL Student" (Rosalie Sanchez). (MSE)

ED 263 789 FL 015 415 Study Guide for Teaching English to Adult Speak-ers of Other Languages. Montgomery County Public Schools, Rockville, Md. Dept. of Adult Education. Pub Date—Jun 85

Note—Jun 85
Note—Jun 85
Note—Jap.
Pub Date—Jun 85
Note—S4p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—8Adult Students, Classroom Techniques, Counseling Services, "Curriculum Development, "English (Second Language), Enrichment Activities, Instructional Materials, Language Skills, Language Teachers, Outreach Programs, Phonology, Police Education, Program Administration, Resource Centers, Second Language Instruction, Student Evaluation, Teaching Guides, "Teaching Methods, Teating, Volunteers A guide for teachers of English to speakers of other languages (ESOL) in an adult education program covers a range of instructional, administrative, curricular, and methodological information. The sections include: a program overiew; teaching prosections include: a program overiew; teaching pro-

curricular, and methodological information. The sections include: a program overview; teaching procedures in adult classes; administrative procedures for ESOL teachers; curriculum design (basic, beginning, intermediate, advanced, enrichment); instructional and teacher resource materials; general methodology; general techniques and teaching strategies for the four skills (listening, speaking, reading, writing); phonology; testing and evaluation; counseling outreach; the Montgomery County Police Program; the ESOL volunteer program; and the adult education resource center. Teacher information sheets are provided on the following: testing, screening, and placement; strategies for retention; points to remember when teaching ESOL; combination classes; and instructions for teachers of fee-classes. Appended materials include a "survival reading" vocabulary list, an ESOL certificate, a list of sources of free materials, and a bibliography. (MSE) (MSE)

ED 263 790 FL 015 416

ED 263 790

Il Lee. May-yu
Making Apologies in Canionese.
Pub Date—33
Note—103p.; Master's Thesis, Hong Kong Polytechnic Institute. Document contains light type.
Pub Type— Reports - Research (143) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Age Differences, "Cantonese, Cultural Context, "Discourse Analysis, "Interpersonal Communication, Language Research, Language Styles, "Pragmatics, Research Needs, Role Perception, Sex Differences, "Social Behavior, Sociocultural Patterns, Sociolinguistica, "Speech Acts
Identifiers—"Apologies, Hong Kong
Two experiments were undertaken in Hong Kong to examine sociocultural factors in the speech acts of making apologies in Cantonese. The first experiment involved ten men who were given role cards describing various situations with minor to serious problems for which they must apologize. The influence of certain situational variables on the expressions used was examined. In the second experiment, both male and female individuals elicited apologies in department stores by intentionally bumping others. The kinds of apologies used in the situations were recorded. A series of assumptions about the usual forms and patterns of apologetic utterances and more significant contextual variables, including

role identities, sex, age, and socioeconomic back-ground of the interlocutors, were generally con-firmed. (MSE)

ED 263 791 FL 015 417 French. Suggested Learner Outcomes.

Oklahoma State Dept. of Education, Oklahoma City. Pub Date—Aug 85

Pub Date—Aug 85
Note—65p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plas Postage.
Descriptors—Behavioral Objectives, \*Cultural Education, Educational Objectives, \*French, \*Listening Skills, \*Reading Skills, Secondary Education, Second Language Instruction, \*Speech Skills, State Curriculum Guides, State Standards, Teaching Guides, \*Writing Skills
These guidelines, designed to aid schools in developing their own curriculum and courses, set out objectives for the development of the four language skills—listening, speaking, reading, and writing—and

jectives for the development of the four insignage skills-listening, speaking, reading, and writing-and for an understanding of culture in the teaching of French in secondary schools. The guidelines assume that language learning is a communicative process and that language and culture are interrelated. The introductory material outlines the philosophy of second language instruction guiding program devel-opment and notes the intended use of the guide-lines. The first section lists structural items to be taught in the four language skills at four levels. taught in the four language skills at four levels. Three subsequent sections: suggest specific behaviors, related learning activities, and evaluation activities for each skill at levels 1, 2, and 3-4; the fifth section presents goals, suggested learning activities, content areas, and evaluation activities for the cultural component of instruction; and a final section lists learning and evaluation activities for French-American studies. (MSE)

FL 015 418 Latin, Suggested Learner Outcomes.
Oklahoma State Dept. of Education, Oklahoma

City. Pub Date—Aug 85

Pub Date—Aug 85 Note—33p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, \*Cultural Education, \*Educational Objectives, \*Language Skills, \*Latin, \*Reading Instruction, Secondary Education, Second Language Instruction, State Curriculum Guides, State Standards, Teaching Guides

These guidelines, designed to aid schools in devel-oping their own curriculum guides and to assist teachers in planning courses, set out objectives for teachers in planning courses, set out objectives for the development of oral, reading, and writing skills in Latin and for an understanding of Roman culture. Throughout the guide, the emphasis is on the development of the reading skill. The introductory material outlines a philosophy of second language instruction guiding program development and notes the intended use of the guidelines. Subsequent sections include: suggested specific behaviors, related learning activities, and evaluation activities for developing oral, reading, and writing skills at the first and second levels of instruction; goals, suggested learning activities, content areas, and evaluation activities for the cultural component of instruction at searming activities, content areas, and evaluation ac-tivities for the cultural component of instruction at levels one and two; a recommended structure for instruction at levels three and four; a note on metri-cal instruction for reading Latin poetry; and sug-gested goals, learning activities, and evaluation activities for culture at levels three and four. (MSE)

FL 015 419 German. Suggested Learner Outcomes. Oklahoma State Dept. of Education, Oklahoma

City. Pub Date—Aug 85

Pub Date—Aug 85
Note—59p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, "Cultural Education, Educational Objectives, "German, "Listening Skills, "Reading Skills, Secondary Education, Second Language Instruction, "Speech Skills, State Curriculum Guides, State Standards, Teaching Guides, "Writing Skills These guidelines, designed to aid schools in developing their own curriculum and to assist teachers in planning courses, set out objectives for the four language skills—listening, speaking, reading, and writing—and for an understanding of culture in the teaching of German in secondary schools. The

guidelines assume that language learning is a communicative process and that language and culture are interrelated. The introductory material outlines the philosophy of second language instruction guiding program development and notes the intended use of the guidelines. A section suggesting goals, learning activities, and evaluation activities for the cultural component of instruction at four levels follows. Four subsequent sections suggest specific behaviors, related learning activities, and evaluation activities for each of the four language skills at each level. A final section contains an inventory of language structures to be taught in all four skill areas at all levels. (MSE)

ED 263 794 FL 015 420 Spanish, Suggested Learner Outcomes. Oklahoma State Dept. of Education, Oklahoma

City. Pub Date—Aug 85

Pub Date—Aug 85
Note—46g.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PCD2 Plus Postage.
Descriptors—Behavioral Objectives, \*Cultural Education, Educational Objectives, \*Listening Skills, \*Reading Skills, Secondary Education, Second Language Instruction, \*Spanish, \*Speech Skills, State Curriculum Guides, State Standards, Tracking Guides Writing Skills

Teaching Guides, Writing Skills
These guidelines, designed to aid schools in developing their own curriculum and to assist teachers in planning courses, set out others two for the four lease. oping their own curriculum and to assist teachers in planning courses, set out objectives for the four language skills-listening, speaking, reading, and writing-and for cultural education in the teaching of Spanish in secondary schools. The guidelines assume that language learning is a communicative process and that language and culture are interrelated. The introductory material outlines the philosophy of second language instruction guiding program development. Three subsequent sections suggest specific behaviors, related learning activities, and evaluation activities for each of the four language skills, and for cultural instruction at three language skills, and for cultural instruction at three levels. Each section also contains an inventory of linguistic structures to be included in instruction at each level. A final section summarizes the instruc-tional goals for level four in each skill area. (MSE)

## HE

ED 263 795 HE 018 827 Joint Statement on Transfer and Award of Academic Credit. Self-Regulation Initiatives: Guidelines for Colleges and Universities, No. 4.

American Council on Education, Washington, D.C.

Pub Date-Ian 80

Note—5p.

Available from—Office on Self-Regulation Initiatives, American Council on Education, One Du-pont Circle, Washington, D.C. 20036 (free with

pont Circle, Washington, D.C. 20036 (free with self-addressed, stamped envelope). Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)
DEDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academic Standards, Accreditation (Institutions), "College Credits, College Transfer Students, Comparative Analysis, "Educational Quality, "Evaluation Circria, Guidelines, Higher Education, Position Papers, "Transfer Policy Identifiers—"Self Regulation
Guidelines for colleges concerning policies and practices for transfer and award of credit are offered in a joint statement by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council on Postsecondary Accreditation. Three considerations regarding transfer of credit from one institution to another are identified: (1) the educational quality of the school from which the student transtion to another are identified: (1) the educational quality of the school from which the student transfers; (2) the comparability of the nature, content, and level of credit earned to that offered by the receiving school; and (3) the appropriateness and applicability of the credit earned to the programs offered by the receiving school, in light of the student's educational goals. Accreditation speaks primarily to the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. At some colleges, there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. Transfer-of-credit policies should also encompass educational accomplishment statained in extra-institutional settings. Transfer of credit from foreign institutions and unaccredited in-stitutions is also addressed. (SW)

HE 018 828 ED 203 /96
Statement on Educational Diversity, Equality, and
Quality. Self-Regulation Initiatives: Guidelines
for Colleges and Universities, No. 9.
American Council on Education, Washington, D.C.
Pub Date—Dec 84

Pub Date—Dec 84
Note—5p.
Available from—Office on Self-Regulation Initiatives, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free with self-addressed, stamped envelope).
Pub Type—Guides Non-Classroom (055)—Opinion Papers (120)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—\*Affirmative Action, "College Students, Curriculum Development, Disabilities, "Educational Opportunities, Educational Quality, "Employment Practices, Ethnic Studies, Extracurricular Activities, Females, Guidelines, Higher Education, Leadership Responsibility, Minority Groups, "Nontraditional Students, Position Papers, Scholarship, Student Personnel Services, Teacher Recruitment, Womens Studies Identifiers—"Diversity (Student), "Self Regulation Guidelines to help colleges and universities en-

Guidelines to help (sludent), Sear Regulation Guidelines to help colleges and universities en-courage equality and diversity within a framework of quality are presented. Recommendations are of-fered concerning: institutional leadership in profered concerning: institutional leadership in promoting equal opportunity; effective recruitment, and support of personnel, especially of women, minorities, and disabled persons; the development and evaluation of teaching, scholarly activities, and curricular development; and diversity in student programs and campus. Ways in which leaders can promote equal opportunity include: designating the person responsible for institution-wide programs promoting equity and providing this individual access to top-level administrators. Successful efforts for recruiting previously underrepresented groups include: recruiting on the basis of departmental needs for excellence and diversity and developing job descriptions that include only job-related qualifications. The importance of constructive grievance procedures, support systems for promogrievance procedures, support systems for promo-tion and tenure, and a fair and equitable compensa-tion process is also addressed. Also covered are ways to promote campus life for students and effective approaches to include new scholarship on ethnic and women's studies in the college curricula. Resource offices and publications are also listed.

ED 263 797 HE 018 829

Joint Statement on Standards of Satisfactory Academic Progress to Maintain Financial Aid Eligibility [and] Academic Integrity and Athletic Eligibility. Self-Regulation Initiatives: Guide-lines for Colleges and Universities, Nos. 5 and 6. American Council on Education, Washington, D.C. Pub Date-Dec 81

American Council on Education, Washington, D.C. Pub Date—Dec 81
Note—Tp.
Available from—Office on Self-Regulation Initiatives, American Council on Education, One Dupont Circle, Washington, D.C. (free with self-addressed, stamped envelope).
Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MP01/PO3 Plus Postage.
Descriptors—\*Academic Standards, \*Athletes, College Admission, \*College Students, College Transfer Students, \*Eligibility, Evaluation Criteria, \*Pederal Aid, Guidelines, Higher Education, Policy Formation, Position Papers, Student Evaluation, \*Student Financial Aid, Transfer Policy Identifiers—\*Self Regulation
Guidelines to help colleges develop standards of satisfactory academic progress to maintain federal financial aid eligibility are presented. Guidelines concerning policies and procedures regarding academic integrity and athletic eligibility are also provided. Suggestions concerning academic standards for federal aid recipients include: issuing a statement of institutional policy on academic progress, limiting the amount of time allowed for students in different enrollment categories to complete their objectives to be eligible to receive federal financial aid; describing procedures for appeal and reinstatement; and evaluating a student's academic standing and progress at least once per year. In assessing problems associated with academic integrity and athletic eligibility, attention is directed to the foliowing concerns: the coach as an educator; the locus of responsibility for the institution's athletic pro-

gram; policies and procedures for handling transcripts and test scores and for assuring that the student athlete makes satisfactory academic progress; transfer of credit and acceptance of courses offered by other institutions; transfer from two-year institutions; specially admitted student athletes; and analysis of admissions and academic performance of student athletes. (SW)

ED 263 798 HE 018 830 ED 263 798

HE 018 830
Confidentiality of College and University Faculty
Personnel Files: Its Appropriate Role in Institutional Affairs [and] Statement on Access to and
Disclosures from Employee Records. Self-Regulation Initiatives: Guidelines for Colleges and
Universities, Nos. 7 and 8.
American Council on Education, Washington, D.C.
Pub Date. Ech 83

-Feb 83

Pub Date

Note-6p.

Available from-Office of Self-Regulation Initia-

Available from—Office of Self-Regulation Initiatives, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free with self-addressed, stamped envelope).
Pub Type—Guides - Non-Clasarcom (055) — Opinion Papers (120)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Administrative Policy, College Administration, College Faculty, Confidentiality, "Confidential Records, "Disclosure, "Employment Practices, Faculty Evaluation, Higher Education, "Personnel Policy, Position Papers, "Privacy, Recordkeeping, "School Personnel Identifiers—"Self Regulation Guidelines for colleges concerning the privacy of

\*Privacy, Recordkeeping, \*School Personnel Identifiers—\*Self Regulation Guidelines for colleges concerning the privacy of employee records are presented in two policy statements. Institutional policy should minimize intrusiveness, maximize fairness, and create legitimate expectations of confidentiality. In addition to strengthening professional equity of treatment, confidentiality permits consideration of both adverse criticism and positive advocacy. Principles that should be followed in formulating an employee privacy policy are identified, with attention to: external investigations, criminal records, consent to disclosure, designation of available records, review and correction of records, internal use, and external and correction of records, internal use, and external disclosure of information. Prior to gathering infor-mation about an individual from sources outside the institution, the college should notify the individual. An institution should not solicit or consider infor-An institution should not solicit or consider information regarding an employee's arrest record except as consistent with statute, government regulation, or court decision. The college should not disclose from official records personally identifiable information about an individual without explicit authorization of such individual, except in certain circumstances, which are identified. (SW)

ED 263 799

Bennett, John B., Ed. Peliason, J. W., Ed.
Contemporary Issues in Higher Education.
Self-Regulation and the Ethical Roles of the Academy. American Council on Education, Washington, D.C. Report No.—ISBN-0-02-902660-1 Pub Date—85

\*Self Evaluation (Groups), State Colleges, Undergraduate Study
Identifiers—\*College Athletics, Council on Postsecondary Accreditation, Public Colleges, \*Self
Regulation
Self-regulation within higher education is discussed in 10 chapters. Topics include: self-regulation and institutional relations, cademic inquiry
and integrity, the American Council on Education's
Office on Self-Regulation Initiatives, the relationship between the public and private educational sectors, equity and quality issues, and the accreditation
process. Titles and authors are as follows:
"Self-Regulation within Postsecondary Education"
(John B. Bennett, Elsine H. El-Khawas, Robert M.
O'Neil); "Thy Firmness Makes My Circle Just':
Professional Schools in the University" (Timothy S.

Healy); "Institutional Advancement and Funding" (Frank H. T. Rhodes); "Equity and Quality in College Education: An Essential American Priority" (Robert H. McCabe); "The Politics of Accreditation and the Role of COPA (Council on Postsecondary Accreditation) in Self-Regulation" (C. Grier Davis, Jr., Robert H. Strotz); "Intercollegiste Athletics" (Derek Bok); "The Nature and Integrity of the Undergraduate Degree" (Jerry W. Miller); "Potential Conflict of Interest Issues in Relationships between Academia and Industry" (Eliasbeth A. Zinser); "Self-Regulation of the Use of Human and Animal Subjects in Academic Inquiry" (Karl J. Hittelman. Subjects in Academic Inquiry (Karl J. Hittelman, Brica J. Heath); and "The Role of the Academy in a Nuclear Age" (Theodore M. Hesburgh). (SW)

ED 263 800 HE 018 84 Legg, Sue M. Webb, Jeaninne N. A Plan for Student Access to Instructional Com-HE 018 842

puting.
Pub Date—Apr 85
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PO01 Plus Postage.
Descriptors—College Faculty, \*College Students, \*Computer Assisted Instruction, Computer Graphics, \*Computers, \*Departments, Higher Education, Input Output Devices, \*Needs Assessment, State Universities, Student Needs, \*Use Studies

Studies Identifiers—\*Academic Computing
A strategy to identify and address computing needs at a large state university is described that may be used by any university. A task force on instructional computing was formed, and information was gathered concerning: the amount of access and types of computing facilities needed; the issue of standardization of hardware and software; support services (e.g., hardware acquisition and mainteof standardization of hardware and software; support services (e.g., hardware acquisition and maintenance); and problems of communication and training for students and faculty. Surveys were conducted with students, faculty, and department heads. The department questionnaire covered different types of graphics capabilities and types of computer resources, including: microcomputers, minicomputers, mainframe interactive mode, and mainframe batch mode. Data collection focused on how much access is needed to complete course requirements, excluding student needs for word processing, library searches, and electronic mail. The type and location of student stations that were needed were determined, along with estimated numbers of hours of access required per course. A service unit was generated to represent the theoretiservice unit was generated to represent the theoreti-cal maximum number of hours that a work station can be used. The departments that need their own terminals were identified, and estimates were made of the personnel needed to supervise all work sta-tions. (SW)

BLY 263 801 HE 018 843 Boyer, Susan P. Sedlacek, William E. A Profile of Incoming Freshmen at the University of Maryland, College Park, 1984, Research Report No. 14-84, Maryland Univ., College Park. Counseling Center. Pub Date. 2

Pub Date-84

Pub Date—84 Note—19p.; Study done in cooperation with the Orientation Office, and supported by University of Maryland Computer Science Center.

Available from—Counseling Center, Shoemaker Building, University of Maryland, College Park, MD 20742.

Building, University of Maryland, College Park, MD 20742.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PCD1 Plus Postage.

Descriptors—Academic Aspiration, College Choice, "College Freshmen, Educational Background, "Education Work Relationship, Family Characteristics, Higher Education, Institutional Research, Occupational Aspiration, "State Universities, "Student Attitudes, "Student Characteristics, Student College Relationship Identifiers—University of Maryland College Park Results of the University New Student Census and the Mini Census completed by 1,655 freshmen entering the University of Maryland, College Park (UMCP), are presented. Half of the incoming freshmen were male and half were female, and 84 percent were White, 9 percent were Black, 5 percent were Asian American, and 3 percent were Hispanic. Important educational objectives were learning skills directly applicable to career goals (45 percent) and deciding on a career (19 percent). Thirty-three per-

cent stated their primary reason for staying to com-plete a degree was to meet requirements for their chosen career, 25 percent persisted because they perceived that college graduates find better jobs, 7 percent believed that college graduates earn more money, and 20 percent felt that they must have the money, and 20 percent felt that they must have the degree to enter graduate or professional school. Fifty-nine percent of the students related that UMCP was their first choice of schools. Information is also presented on: students religious background, family characteristics, place of residence, educaraminy characteristics, place of residence, educa-tional background, living accommodations, expec-tations of college, attitudes toward college student concerns, personal philosophy, extracurricular ac-tivities, UMCP social responsibilities, and male-fe-male differences. (SW)

ED 263 802

HE 018 844

Research and Division of Labour.
Concluded Project. Swedlish Research on Higher
Education, 1985:5.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development
Unit.

Pub Date-13 Jun 85

Note—17p. Available from

Note—17p.

Available from—National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Pus Postage.

Descriptors—\*Rducational Opportunities.\*Education Work Relationship, Foreign Countries, \*Higher Education, Human Capital, \*Labor Force Development, Research Projects Identifiers—\*Sweden

The relationship between higher education and the division of labor was studied. The objective was to evaluate whether the establishment of affiliated universities has had the intended effects in terms of

universities has had the intended effects in terms of efficiency and equality. A main focus of "established educational research" has been the relationship between education and employment. Education has been viewed as both an investment in human capital and as a grading or filtering mecha-nism. Theories of selection and grading are based on the following assumptions: (1) individuals in the edthe following assumptions: (1) individuals in the educational system are rated by achievement or other criteria; (2) those selected/graded for noncompulsory education differ from those who are rejected; and (3) selection/grading benefits society, since schools match personal qualities with positions requiring the qualities. If equality in society is primarily a question of equality among individuals who perform equally, educational policy becomes a question of identifying the economic social and cultural tion of identifying the economic, social, and cultural impediments to the manifestation of individual ca-pacity. The system of student financial aid is based on the objective of promoting educational equality. Research on education and equality, and particularly Swediah research, is reviewed. (SW)

ED 263 803 PLD 203 003 PTE U18 845
AASCU Showcase for Excellence Project. Program Winners. American Association of State
Colleges and Universities Newsbreak.
American Association of State Colleges and Universities, Washington, D.C.
Pub Date—27 Jul 85
Note On the Colleges and Universities, Washington, D.C.

Pub Date—27 Jul 85
Note—9p.; For related document, see ED 256 215.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postags.
Descriptors—"Awards, College School Cooperation, Disadvantaged, Educational Change, "Educational Quality, "Education Majors, Higher Education, Improvement Programs, Models, Preservice Teacher Education, Professional Associations, Schools of Education, State Colleges. ciations, Schools of Education, State Colleges, \*Teacher Education Curriculum, \*Teaching (Oc-

dentifiers—\*American Association of State Col-leges and Univs, \*Showcase for Excellence

Programs that have enhanced the teaching profession are described, as part of a competition spon-sored by the American Association of State Colleges and Universities (Showcase for Excellence sored by the American Association of State Colleges and Universities (Showcase for Excellence Project). Member institutions of the association developed program models in seven categories requiring initiatives and innovation in the teaching profession. Brief descriptions of winning programs at 17 colleges and universities are provided, along with the name of the contact person and the telephone number. The programs are grouped by category: (1) attracting more talented students as majors in the field of education; (2) developing more innovative curricula in teacher preparation programs; (3) strengthening relationships with local school districts; (4) building and sustaining new strategies for involving the entire university in teacher preparation programs and enhancing the institutional climate for teaching and learning; (5) creating new strategies for ensuring the quality of education graduates; (6) initiating innovative applied research projects in education and disseminating the findings to schools and other campuses; and (7) discovering new ways of training teachers to deal with disadvantaged youth (SW) taged youth. (SW)

ED 263 804 Morsi, Moham Morsi, Mohamed Monir Al-Kobaisi, Abdullah J. University Education in Qutar: A Case Study. Qatar Univ., Doha. Educational Research Centre.

Report No.—ERC-68 Pub Date—Jul 84

on Comparative Education (5th, Paris, France, July 2-6, 1984).

July 2-6, 1984).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Arabs, Case
Studies, College Buildings, College Fraculty, College Graduates, College Programs, College Students, Departments, \*Foreign Countries, \*Higher
Education, \*Islamic Culture, \*State Universities
Identifiers—\*Arabian Gulf Region, Middle East,
\*\*Coatar, University of Oatar

Identifiers—"Arabian Gulf Region, Middle East,
"Qatar, University of Qatar
The development of the University of Qatar,
which is located in the Western Arabian Gulf, is
described. The only higher education (tertiary) institution, the university is public with an independent structure and budget. In addition to its
academic studies and preparation of graduates for
work, the university seeks to preserve the Islamiand Qatari cultural heritage. Additional principles
underlie Qatar college studies: university education
is free; male and female students are separated in
every aspect of university activities; academic freedom is guaranteed within the Arab and Islamic traditions; Arabic is the language of instruction, ditions; Arabic is the language of instruction, whenever possible; employment of Qataris is guaranteed after graduation; the university is publicly funded, within the general budget of the state. Since funded, within the general budget of the state. Since its establishment as a college of education in 1973, the university has grown in size and structure, and currently comprises four research centers and five faculties: education, humanities and social sciences, science, Islamic Studies, and engineering. Departments under each division are identified, and information is provided on university administration, access to higher education, academic programs and degrees, students and scholarships, academic achievement, graduates, teaching staff, and new buildings. (SW)

ED 263 805 HE 018 847

Kazem, Mohamed I.
Development of University Students' Values in
Ten Years, Follow Up Study.

Pub Date -80

Pub Date—80
Note—13p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Ples Postage.
Descriptors—Arabs, "Attitude Change, "College Graduates, "College Students, Egocentrism, Followup Studies, "Foreign Countries, Higher Education, Longitudinal Studies, Moral Values, Sex Differences, Social Values, Student Attitudes, Trend Analysis, "Values Identifiers—Arabian Gulf Region, Middle East, "Qutar Trends in values development over 10 years were

"Qatar Trends in values development over 10 years were studied with university students/graduates of the University of Qatar, which is located in the Western Arabian Gulf. In order to define and identify values, content analysis of student autobiographies was conducted for 60 students in their last 2 academic years. Autobiographies by each student were completed in 1957, 1962, and 1967. After analyzing content and validity and reliability, percentiles for students' values were obtained, and values were classified on the variables of sex, time, and sex-time interaction. The percentage ratio of each value composite was compared after rank ordering. The following types of values were assessed: moral, social, egotistic, security, physical, recreational, practical, and cognitive. The following value categories were given less status in the later stages of the research than in the early stages: egotism, security, physical,

recreational, and cognitive. Male students ranked higher than female students in the physical and practical value categories. In addition, significant differences were found in the sex-time interaction for the social and physical value categories. (SW)

HE 018 848

Ebeid, William T.
Trends of Academic Research in Education in Arab

Universities.

Qatar Univ., Doha. Educational Research Centre.

Report No.—ERC-6 Pub Date-[84]

Pub Date—[84]
Note—12p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—/adult Education, Arabs, Educational
Research, "Educational Needs, "Educational
Research, "Elementary Secondary Education,
"Foreign Countries, "Higher Education, Illiteracy, Psychological Studies, Research Methodology, Schools of Education, Student Evaluation,
Teacher E-ucation, Technical Education, Vocational Education
Identifiers." Arab States Middle Rest

tional Education
Identifiers—"Arab States, Middle East
Educational research conducted in education faculties and departments in Arab universities is reviewed as a preliminary for further research to
improve the schooling system in the Arabic world.
The focus is academic research conducted by uni-The focus is academic research conducted by uni-versity graduate students for master's and doctoral degrees. Covering the period 1946-1978, this review lists samples drawn from more than 530 research problems under the following broad categories: teaching in different subjects and levels (elementeaching in different subjects and levels (elementary/secondary education), vocational and technical education, teacher education, evaluation, psychological studies, educational economics, illiteracy and adult education, and research methodology. Specific issues and problems under each category are identified. Eleven additional areas of research, including comparative education and school administration, were also surveyed. Overall, the following trends were found: there are many interdisciplinary research problems; new innovations in ministries of education attract researchers; new ideas or philosophies adopted by a state are tions in ministries of education attract researchers; new ideas or philosophies adopted by a state are reflected in research; there is an increasing interest in the areas of illiteracy and adult education, voca-tional and technical education, and special educa-tion (retarded and gifted); and there is more research coming in the areas of physical education, art education, music education, home economics education, and nursing education. (SW)

Virginia Plan for Equal Opportunity in State-Sup-ported Institutions of Higher Education. 1983 Amendments. HE 018 849 Virginia State Council of Higher Education, Rich-

mond. Pub Date—21 Jan 83

Pub Date—21 Jan 83
Note—59p.
Available from—Virginia Council of Higher Education, James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Access to Education, Black Colleges, \*Black Students, Black Teachers, \*College Descriptorgation, College Planning, College Transfer Students, Community Colleges, Educational Change, Educational Opportunities, Enrollment Trends, \*Equal Education, Graduate Students, \*Higher Education, School Holding Power, State Colleges, \*Statewide Planning, Student Financial Aid, Student Recruitment, Teacher Exchange Programs, Undergraduate Students, White Students

rograms, Undergraduate Students, White Students
Identifiers—Public Colleges, "Virginia
Amendments to the "Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher
Education," which were submitted to the U.S. Office for Civil Rights, are presented. Commitments of
the state include: increasing the enrollment of black
undergraduates at state colleges and at the traditionally white colleges, increasing the enrollment of
white students at traditionally black colleges (TBIs),
expanding the Virginia community college system
outreach efforts to high schools, improving undergraduate and graduate student recruitment, improving student retention, completing a transfer guide
for community college students, and sponsoring an
annual conference for potential graduate students.
A proposal for a Virginia Transfer Student Grant
Program is described, along with the Common-

wealth Faculty Exchange Program, Commonwealth Visiting Professorships, and recruitment initiatives for nonwhite faculty members. The enhancement of the TBIs and secondary school outreach programs and student admission and retention are also dis-cussed. Educational reforms in the state, including cused. Educational reforms in the state, including early remedial education and greater emphasis on core academic subjects, are also identified. Appen-dices include data on black and white student enrollments by institution. (SW)

ED 263 808

HE 018 850

Jones, Helen thing Seemed Impossible: Women's Education of Social Change in South Austral 1875-1915.

1875-1915.
Report No.—ISBN-0-7022-1934-7
Pub Date—3 Sep 85
Note—259p.
Available from—University of Queensland Press, 5
South Union Street, Lawrence, MA 01843 (\$37.50).

ub Type (060) - Books (010) - Historical Materials

(000)
Document Not Available from EDRS.
Descriptors—"Educational History, Eiementary Secondary Education, "Fernales, "Foreign Countries, Higher Education, Leadership, "Political Issues, Private Schools, Public Schools, Sex Role, "Social Change, Unions, Voting Rights, \*Womens Education Identifiers—\*Australia

Identifiers—"Australia

The formal and noninstitutional education of women in South Australia during 1875-1915 is discussed. Attention is directed to educational developments that took place in both the classroom and the wider society, including the establishment of women's trade unions, an innovative female cooperate of the co ative clothing factory, heightened political aware ness among women, and their early enfranchisement. The diversity of women's formal enfranchisement. The diversity of women's formal education is examined, ranging over the state primary schools, the Advanced School for Girls, the University of Adelaide, and selected private schools, with emphasis on Tormore House School. Women of varied backgrounds participated in struggles for legislative and economic change, notably Catherine Helen Spence, Mary Lee, and Augusta Zadow. Womens education has also been influenced by British practices and limitations imposed by the the South Australian geographic and economic environment. The state's attitude to women's education was ambivalent, for South Australian legislators saw women in two roles: preparing girls to be future wives and mothers, and encouraging women's higher education. Both state and private girls' schools proved important in trasmitting ideals and attitudes. (SW)

HE 018 851

ED 263 809
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Las Oportunidades en las Instituciones Independendientes de Nivel Universitario en el Estado de Nueva York a traves de los Programas de Oportunidades Educativas Universitarias.
New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.

New York State Education Depc., Alany, Burean of Higher Education Opportunity Programs. Pub Date—85
Note—27p.
Available from—New York State Education Department, Bureau of Higher Education Opportunity Programs, Albany, NY 12230.
Language—English; Spanish
Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PO2 Plus Postage.
Descriptors—Ancillary School Services, "Developmental Studies Programs, "Disadvantaged, Educationally Disadvantaged, Elligibility, Higher Education, Low Income Groups, "Private Colleges, "Remedial Instruction, State Programs, Student Financial Aid Identifiers—"Higher Education Opportunity Program, "New York

gram, \*New York A guide to the opportunities at private colleges and universities in New York State through the Higher Education Opportunity Program (HEOP) is presented. The HEOP is designed to meet the special needs of students from disadvantaged backgrounds through screening, testing, counseling, tutoring, teaching, and financial assistance. Generally, students in opportunity programs are low income with a high potential for success in college, but

who have not acquired the academic skills needed. Information is provided on: HEOP eligibility; appli-cation; the summer program; remedial and develop-mental courses; tutorial services; academic, personal, and career counseling; financial aid; and economic eligibility criteria for HBOP. Entering economic eligibility criteria for HEOP. Entering students usually are required to participate in a pre-freshman summer program that orients the student to college life, initiates a program of academic skills-building, and acquaints the student with services available through HEOP. Students can take credit and noncredit rensedial/developmental courses. Colleges participating in HEOP programs in New York State are listed, including school addresses and phone numbers. A Spanish-language version of the guide is also provided. (SW)

HE 018 852

Johnson, James A., Jr.
Reducing the Discrepancy between Actual and
Optimum Program Enrollment Levels.
Pub Date—Apr 85

Note-101p.; Master's Degree Practicum Report,

Pub Date—Apr 85
Note—101p; Master's Degree Practicum Report,
Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Pius Postage.
Descriptors—Administrative Change, College Administration, College Admission, College Applicants, "Computer Oriented Programs, "Data
Collection, Doctoral Programs, Enrollment
Trends, Graduate Students, Higher Education,
Information Retrieval, Information Storage,
"Management Information Systems, Marketing,
Program Administration, "Student Recruitment
A computer application was designed to facilitate
the management of inquiries about admission to a
doctoral program for school administrators. The application makes possible the storage, accession, and
manipulation of applicant data and information for
marketing and recruitment purposes. The application was needed because inquiries were being managed unsystematically, possibly resulting in a 39.5
percent discrepancy between actual and optimum
program enrollment levels. While the program's enrollment capacity was 960 students in April 1985,
the actual enrollment was 601; the discrepancy between desired and actual enrollment is abeen rethere were 361 students enroused. As of April 1985, the actual enrollment was 601; the discrepancy between desired and actual enrollments had been reduced to 37.3 percent. Additional outcomes of the intervention included the following: (1) competence in using the computer file was achieved by program assistants and auxilliary staff; and (2) the university information and actually and actually and actually assistants and suxiliary start; and (2) the university's information and retrieval service and another university center adopted the application. The following aspects of the intervention strategy are discussed: file design, file utilization, and inquiry management. Extensive appendices include: pre-and post-application utilization enrollment data; descriptors used in the search of the literature; two types of printouts; minutes, agenda, and memoranda; and April 1985 enrollment data. (SW)

HE 018 853

Cuninggim, Merrimon
The Pros and Cons of Advisory Committees.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
Pub Date—Jul 85

Note-23p.; Document is printed in colored ink on

Pub Date—Jul 85
Note—23p.; Document is printed in colored ink on colored paper.

Available from—Association of Governing B. ards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (\$2.50). Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01/PC01 Plas Postage.

Descriptors—\*Advisory Committees, \*College Administration, \*Pund Raising, Higher Education, Institutional Advancement, Needs Assessment, \*Program Evaluation, \*Public Relations, Recruitment, School Personnel
The structure and purposes of college and university advisory committees are discussed. An advisory or visiting committee is a voluntary extralegal group of advisors and/or supporters that provide aid in various ways to an educational institution, professional school, department, or major scademic division. Advisory committees may be elected by the institution's board of trustees or its executive committee, or appointed by the president or a dean. The committee's composition is always a mix, with alumni, scholars, influential laymen, leaders of a profession, and perhaps a trustee or two. In size, advisory committees run from 4 to 60. Meetings may be held twice a year or less frequently. Seven major purposes of advisory committees are as fol-

lows: (1) to strengthen the academic program; (2) to improve the school's management; (3) to review and evaluate the mission, programs, and services of the college; (4) to recruit personnel; (5) to raise funds; (6) to promote public relations; and (7) to improve the school's relationships with other schools in and outside the university, with the university's central administration, church or state, community agencies, and professional organizations. The effectiveness of visiting committees is also addressed. (SW)

HE 018 854

Kinnison, William
Development Committee. AGB Standing Committee Series.

Association of Governing Boards of Universities and Colleges, Washington, D.C.
Pub Date—84

and Colleges, washington, D.C.

Pub Date—84

Note—21p.; This publication was made possible in part by a grant from the Frost Foundation.

Available from—Trustee Information Center, Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (\$2.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Committees, \*Fund Raising, \*Governing Boards, Higher Education, \*Institutional Advancement, Leadership Responsibility, \*Program Administration, \*School Funds, Trustees Identifiers—\*Development Committees

In structure and functions of college development committees are discussed. The development committees are discussed. The development committees are discussed. The development committee of a board of trustees, also known as "the institutional advancement" committee, is responsi-

ment committee of a board of trustees, also known as "the institutional advancement" committee, is responsible for ensuring the operation of the fund-raising program. Whether the development committee works through a foundation or directly for the college or university, its role has four major components: (1) ensuring that fund-raising efforts align clearly with the mission statement; (2) understanding the need for fund-raising and being able to educate and encourage other board members to participate in raising funds; (3) monitoring the operation of the development program; and (4) undertaking the process of gift-getting. The development committee should be composed of a chairperson and at least six to eight members. Typical committee agenda include: review of long-term objectives; and review of one or two major topics. Additional committee responsibilities are: ret institution policy and guidelines for fund raising; help evaluate the development staff and budget; assist in getting the most guidelines for mun raising, neap evanate for development staff and budget; assist in getting the most effective use of fund-raising counsel; help set goals for board member giving; and identify, evaluate and assign gift prospects. (SW)

ED 263 813

HE 018 855

Ingram, Richard T. Executive Committee, AGB Standing Committee

Executive Committee. AGB Standing Committee Series.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date—85

Note—25p.; This publication was made possible in part by a grant from the Frost Foundation.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (\$2.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*College Administration, College Planning, \*Committees, \*Decision Making, Governance, \*Governing Boards, Higher Education, \*Leadership Responsibility, \*Trustees Identifiers—\*Executive Committees

The structure and functions of the college executive committee are discussed. This committee is pivotal to the effective functioning of the board and to the support of the chairperson and the chief executive in their leadership roles. The committee can act

the support of the chairperson and the chief execu-tive in their leadership roles. The committee can act on its own provided it does not assume powers specifically reserved for the board. The committee's structure should be guided by four rules: the comstructure about the guarden by four rules: the committee should have a membership of about one-third the size of the governing board; the committee should be composed of the board's officers and the standing committee chairpersons; the board chairperson should chair the executive committee; and the committee should not meet more often than the board does on an annual basis. The committee's agenda consists of: matters that cannot wait for a agenda consists of matters that cannot man conscient a committee by the board for study fresolution; issues generated by the committee itself; and routine or

relatively inconsequential matters. Committee re-sponsibilities are to: ensure that the board fulfills its responsibilities; serve as a sounding board for the chief executive officer and administration; help oversee the college planning process and progress toward goals; monitor the chief executive's performance and morale, health, and compensation; and act on behalf of the full board in emergencies. (SW)

HE 018 856 ED 263 814

Cleveland, Harian
The Costs and Benefits of Openness. Sunshine
Laws and Higher Education. AGB Special Re-

Association of Governing Boards of Universities

and Colleges, Washington, D.C.
Spons Agency—EXXON Education Foundation,
New York, N.Y.; Johnson Foundation, Inc., Ra-

cine, Wis. Pub Date—85

Note-62p.; Supersedes ED 249 851. Available from-Association of Governing Boards

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (\$10.00). Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) EDRS Price - MP01/PCB Plus Postage. Descriptors—"College Administration, "Court Litigation, Definitions, "Disclosure, Governance, Higher Education, "Information Needs, Laws, "Meetings, National Surveys, Privacy, "State Legislation" Legislation lentifiers—\*Sunshine Laws

Identiners—Sunanne Laws
The impact of sunahine laws on college governance is discussed based on field and legal research,
a Wingspread symposium (Racine, Wisconsin, September 4-5, 1984), and a follow-up meeting (Washington, D.C., October 1, 1984). In addition to open meeting laws, the way that the democratic process currently operates, and should work, is examined. A review is provided of: the sunshine laws of all 50 review is provided of: the sunshine laws of all 50 states and their relative degrees of openness, relevant case laws and the opinions of state attorneys general; and the findings of in-depth interviews with a cross section of individuals from six states. The states were selected from among the array of statutes currently laws in effect. From "most open" to "least open," those states are Florida, Montans, Minnesots, lows, Texas, and Pennsylvania. The depter should compense a based on issues such as the Minnesots, Iowa, Texas, and Pennsylvania. The debate about openness is based on issues such as the relative costs and benefits derived by particular colleges, questions of effectiveness in getting things done, and conflicting aims of individuals who seek both participation and privacy. The importance of information as a resource is also addressed. Included are recommendations for reform that take into account the public's right to know and also what each of the various public has a right to know. Appendices include: definitions of 25 characteristics of openness and a matrix matching states and the characteristics; information on court cases for each state; a list of citations to state sunshine laws; a list of the Wingspread and follow-up meeting para list of the Wingspread and follow-up meeting par-ticipants; and a selected bibliography. (SW)

Cooperation and Conflict. The Public and Private
Sectors in Higher Education. AGB Special Re-

part. istion of Governing Boards of Universities and Colleges, Washington, D.C.

Spons Agency—EXXON Education Foundation,
New York, N.Y.

Pub Date-85

Pub Date—a5
Note—71p.

Available from—Association of Governing Boards
of Universities and Colleges, One Dupont Circle,
Suite 400, Washington, DC 20036 (\$10.00).

Pub Type— Opinion Papers (120) — Reports - Research (143)

search (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Competition, Financial Support,
Government Role, "Higher Education, "Intercollegiate Cooperation, Local Government, Private
Colleges, "Public Policy, State Colleges, State
Government, Student Recruitment
Identifiers—Illinois, Maryland, New York, North
Carolina, Pennsylvania, "Public Colleges
Relations between the public and private sectors
of higher education are discussed. In the first chapter, John W. Gardner provides a historical persuance.

of higher education are discussed. In the tirst enspe-ter, John W. Gardner provides a historical perspe-tive to the recent conflict in some states between public and private colleges and universities. In addi-tion to discussing the pluralism and diversity that have characterized U.S. colleges and universities, he

suggests that public-private college differences should be seen in the larger context of shared goals, interests, and values. Next, Robert H. Atwell provides a view from Washington, or the perspective of the national associations. He discusses sources of institutional funding and competition for funds and for students, and suggests that the states and communities will have a major role in keeping the dual system of higher education unified. A discussion of intersector issues is provided by Robert O. Berdahl. He reports the results of a survey of Pennsylvania, Illinois, Maryland, North Carolina, and New York. A total of 405 responses were received to questionnaires mailed to public policy liaison trustees and presidents. The survey sought information on the conditions of relations between the sectors, the issues that join and divide public and private institusues that join and divide public and private institu-tions, and the policies and mechanisms that affect intersector relations at the state level. (SW)

ED 263 816 HE 018 858 Improving Endowment Management, AGB Special Report, Academy for Educational Development, Inc., Washington, D.C.; American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.; Common Fund, New York, N.Y.; National Association of Coll. and Univ. Business Officers, Washington, D.C. Washington, D.C.

Pub Date

Pub Date—65 Note—36p. Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (\$10.00). Pub Type—Guides - Non-Classroom (055) — Re-ports - Research (143)

ports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - Administrator Role, Consultants, Decision Making, Educational Finance, \*Endowment Funds, \*Financial Policy, Governing Boards, Guidelines, Higher Education, \*Money Management, \*Private Colleges, School Surveys,

State Colleges, Trustees

Endowment practices at 23 institutions during 1978-1983 were studied to provide recommendations on endowment fund management for colleges and universities. Although most of the participating colleges were privately supported, two state-sup-ported universities were included. Twelve of the inported universities were included. I weive of the in-stitutions used a systematic approach to improving endowment management, while 11 used a more tra-ditional and less intensive approach. It was found that institutions employing independent consul-tants, multiple investment managers, and a systematic approach to policies and endowment management practices performed significantly better than institutions that took other approaches to endowment management. Study findings suggest that important factors in improving performance are appropriate trustee interest and involvement, insti-tutions' retaining external professional managers of tutions' retaining external professional managers of endowment investments, and using independent consultants to evaluate managers and performance. Appendices include: a set of questions trustees might consider as they manage their endowment funds; a sample statement for colleges and universities regarding investment policy, objectives, and guidelines for endowment funds; and a sample spending guideline statement and a spending plan illustration. (SW)

HE 018 861

Polson. Cheryl J., Ed.

Academic Advising as a Form of Teaching, Proceedings of the National Conference on Academic Advising (8th, Philadelphia, Pennsylvania, October 14-17, 1984).

National Academic Advising Association, Pomona

NJ.

-1 Jul 85

Pub Date—1 Jul 85
Note—161p.; Conference cohosted by Kansas State
University, Stockton State Collee, University of
Delaware, and Temple University.
Pub Type—Collected Works-Proceedings (021)—
Opinion Papers (120)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—\*Academic Advising, Adult Students,
"Career Counseling, College Freshmen, College
Instruction, "College Students, Computer Oriented Programs, Databases, "Faculty Advisers,
Higher Education, High Risk Students, Majors
(Students), School Orientation, "Staff Development

Proceedings of the 1984 National Conference on Academic Advising are presented, including three

main addresses, brief overviews of workshops, de-tailed outlines of topical sessions, and abstracts of 58 conference papers. The conference highlighted advisors' involvement in critical teaching functions. advisors' involvement in critical teaching functions. General session titles and authors are as follows: "Advising for Diversity" (L. Lee Knefelkamp); "Developing Reasonable Adventurers" (Roy Heath); and "The Centrality of Academic Advising: Are We Responding to the Challenge?" (Charles W. Connell). Topics of conference workshops, sessions, roundtables, and papers include: time management for academic advisors, advising minority students, the use of computerized information databases by for academic advisors, advising minority students, the use of computerized information databases by academic advisors, career advising for adult students, advising student athletes, developing faculty advising student athletes, developing faculty advising akills, peer advising programs, orientation, prompting cooperation between faculty and professional advisors, advising in the tenure/promotion process, advising for leflong learning through continuing education, advising day versus evening students, advising reentry males, counseling as part of academic advising, advising high-risk freshmen, and retention and changes in a student's major. (SW)

ED 263 818 HE 018 862

EDV 205 0.10

Educational and Occupational Aspirations and Early Attainment of Black Males and Females.

Spons Agency—Southern Education Foundation, Atlanta, Ga

Pub Date-Apr 85

Note—72p.

Available from—Southern Education Foundation,
340 W. Peachtree Street, N.W., Suite 250, Atlanta, GA 30308 (\$5.00).

lanta, GA 30308 (\$5.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— Academic Aspiration, \*Black Students, \*Educational Attainment, Education Work Relationship, \*Employment Experience, Enrollment Influences, Family Income, Females, Higher Education, High School Gradustes, Longitudinal Studies, Males, \*Occupational Aspiration, Parent Background, Racial Discrimination, Sex Differences, Significant Others
Identifiers— \*High School and Beyond (NCES), \*National Longitudinal Study High School Class 1972

The effects of school factors on occup The effects of school factors on occupational attainment of black students were studied based on data from the 1972 National Longitudinal Study (NLS) and its 1980 followup and the 1980 High School and Beyond (HSB) study and its 1982 followup. The sample sizes were as follows: 319 NLS females, 167 NLS males, 324 HSB females, and 259 HSB males. Socioeconomic status was measured by father's and mother's education and occupations, and acceptable of the state o asther's and mother's education and occupations, and parental income. Ability was measured by reading, vocabulary, and mathematics tests. School-related variables included grades, courses, and high school study program. Student views of who influenced their plans after high school (social-psychological forces), were also determined the midenced their plans after high school (social-psychological factors) were also determined, along with their educational and occupational aspirations. Educational attainment was measured by years in vocational attainment was measured by the view of college, and kind of degree earned. Occupational attainment was measured by the job held by the NLS respondents It was concluded that the combination of background, social-psychological, and school factors was not very useful for understanding the black students' occupational attainment. It is suggested that structural variables, such as racial discrimination and labor market segmentation, play a strong role in and labor market segmentation, play a strong role in determining the occupations svailable to blacks.

HE 018 863

Heeman, Warren, Ed.
Criteris for Evaluating Advancement Programs.
Council for Advancement and Support of Education, Washington, D.C.
Report No.—ISBN-0-89964-241-1
Pub Date—Aug 85

Note—27p. Available from—Council for Advancement and Support of Education, 80 South Early St., Alexan-dria, VA 22304 (\$10.00).

dria, VA 22304 (\$10.00). Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Alumni, \*Evaluation Criseria, \*Fund Raising. \*Government School Relationship, Higher Education, \*Institutional Advancement, Institutional Evaluation, Periodicals, Program Administration, \*Program Evaluation, Public Re-

lations, School Publications, Self Evaluation

(Groups)

dentifiers—Alumni Relations
Criteria for evaluating college and university advancement programs are presented, based on the efforts of professional area trustees and advisory committees of the Council for Advancement and Support of Education (CASE). The criteria can be useful in three ways: as the basis of internal audits useful in three ways: as the basis of internal audits of advancement programs or program components; as the basis of external audits, such as those provided by the CASE evaluation service; and as guidance for visitation teams assembled by regional accrediting bodies. Seven types of advancement programs are covered: alumni relations, fund-raising, government relations, institutional relations, periodicals, publications, and management. For each type of program, criteria are listed for evaluating program objectives, management, organizational structure, responsibilities, and budgetting and evaluation. It is noted that periodic internal evaluations provide guidance for college planning and budgetting, as well as for preparing staff members for increased responsibility. Using objective evaluation standards promotes acceptance of the internal audit and enables comparisons with similar schools. The use of standards by external evaluators focuses attention on the larger and most important consider-ations. (SW)

ED 263 820 HE 018 864

Harper, Aylene S.
Faculty and Student Development.
Pub Date—Mar 85

Note—27p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).

tion (Boston, MA, March 24-27, 1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*College Faculty, \*College Students,
Curriculum Development, Educational Change,
Educational History, Extracurricular Activities,
Higher Education, Individual Development, Intellectual Development, Models, Social Change,
\*Student Development, Student Needs, Student
Personnel Services, \*Teacher Role, \*Teacher Student Relationship, \*Theories
The role of faculty in student development is considered. The history of the student development
movement from the Colonial period to the twentieth century and major student development theo-

movement from the Colonial period to the twenti-eth century and major student development theo-ries are also reviewed. Important objectives of contemporary student development are identified: to promote students' intellectual and individual de-velopment; to treat students as individuals; to un-derstand the relevance of student group life; and to velopment; to treat students as individual deun derstand the relevance of student group life; and to
implement clinical and research findings concerning
student development. The following theories are described: Perry's intellectual and ethical model, Knefelkamp and Slepitzis adaptation of Perry's model
to career decision-making. Chickering's vector theory of student development. Sanford's model of
challenge and support, and Astin's theory of student
involvement. Assumptions of student personnel
work and the human development model are identified. Three major factors affect student development changing psychological concepts and social
change; new procedures for solving old problems;
and changes in educational structures based on new
educational goals or new students populations. Attention is directed to the role of faculty members in
promoting student development, including designing and evaluating curricula and extracurricular programs and academic advising to meet changing
student needs. A four-page list of references is included. (SW)

HE 018 865 ED 263 821 King, Patricia M. Kitchener, Karen Strohm Reflective Judgment Theory and Research: sights into the Process of Knowing in the Colli

Pub Date-Mar 85

Pub Date—Mar 85
Note—46p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985). Table 1 uses small print.
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MPBI/PC02 Plus Pestage.
Descriptors—\*Abstract Reasoning, \*Adult Development, \*Cognitive Ability, College Students, Critical Thinking, \*Educational Research, Higher Education, \*Intellectual Development, Learning Theories, Persuasive Discourse, \*Student Development, Earning Theories, Persuasive Discourse, \*Student Development, Learning Theories, Persuasive Discourse, Persuasive Discourse, \*Student Developme

opment
Identifiers—\*Reflective Judgment Model
The reflective judgment (RJ) model is described, along with research findings based on the model and contributions to understanding student intellectual development in higher education. The RJ model (Kitchener & King, 1981) describes a series of changes that occur in the ways adults/young adults understand the process of knowing, and subsequently, become better able to evaluate knowledge claims and defend one's own point of view on convenerable views. Changes or stages of development troversial views. Changes or stages of development in reasoning are described in terms of seven sets of in reasoning are described in terms of seven sets of assumptions about knowledge itself and how it acquired. The longitudinal and cross-sectional research based on the model is reviewed, with attention to the effects of age, education, verbal ability, formal operational reasoning, critical thinking, acholastic aptitude, academic major, and sex on the development of RJ. The research results support the concept of RJ. While the data show a consistent partern of numeral shifts in RJ means access the content of the pattern of upward shifts in RJ mean scores across age/educational groups and over time, the influence of age and education has not followed a consistent, or age and education has not followed a consistent, predictable pattern. Although RJ is related to verbal ability and critical thinking, it is not simply a new description of either of these constructs. The use of a structured interview to assess reflective judgment level is described. An eight-page list of references and a three-page bibliography are included. (SW)

HE 018 866 Hahn, Robert Mohrman, Kathryn What Do Managers Need to Know? Pub Date—Oct 85

Pub Date—Oct 85
Note—6p.
Available from—American Association for Higher
Education, One Dupont Circle, Suite 600, Washington, DC 20036 (32.00).

Journal Cit—AAHE Bulletin; p3-6,11 Oct 1985
Pub Type—Reports - Research (143) — Journal
Articles (080)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Administrator Attitudes, \*Administrator Education, Administrators, \*College Programs, Educational Objectives, \*Education Work
Relationship, Higher Education, Industrial Training, Inplant Programs, \*Management Development, \*Professional Continuing Education,
Undergraduate Study

ing, Inplant Programs, "Management Development, "Professional Continuing Education, Undergraduate Study Identifiers—"Corporate Education
The knowledge and skills needed by managers are considered, as well as the relationship between undergraduate study and continuing management education. Because of industry's dissatisfaction with the general preparation provided by colleges, business and industry managers were surveyed about the learning goals of the management-training programs they provide for employees. A total of 116 training directors, personnel managers, and executives at 98 firms rated the importance of learning goals for in-house management education programs. The human resource managers in industry valued interpersonal and affective abilities far above the acquisition of cognitive skills and broad knowledge in subject areas considered fundamental to a liberal education. They suggest that many of higher education's objectives are of little use in preparing graduates to be effective managers. (A second study of 51 executives had similar findings.) Personal choices of managers when they participate in education and training programs were also determined. Based on a federal 1981 Survey of Participation in Adult Education, a subset of managers who were part-time students was also analyzed to determine the types of courses they pursued. Recommendations for colleges include providing students more active learning and opportunities for oral communication. (SW)

HE 018 867 Levy, Reynold
Why AT&T Supports America's Liberal Arts Col-

Pub Date-Oct 85

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Wash-ington, DC 20036 (\$2.00). Journal Cit—AAHE Bulletin; p12-14 Oct 1985 Pub Type—Opinion Papers (120) — Journal Arti-cles (080)

Cies (180) EDRS Price - MP01/PC01 Plus Postage. Descriptors—Business, Donors, Educational Quality, Higher Education, \*Liberal Arts, \*Philanthropic Foundations, \*Private Colleges, \*Private Financial Support, \*School Business Relationship

Identifiers—\*American Telephone and Telegraph Company, Consortium for Advancement Private Higher Educ, \*Corporate Support Characteristics of liberal arts colleges that motivate AT&T and other business and industrial firms to provide financial support are discussed. AT&T believes that independent colleges emphasize teaching excellence, including instruction in small settings and face-to-face discussion. Students benefit by early emphasis on the liberal arts, the humanities, and the sciences, and graduates of liberal arts colleges perform very well in management. Philanthropic support provided by AT&T to public colleges and universities is selective, going to those that house scientific departments of significant interest to the company. Educational challenges that colleges need to meet are: resisting pressures for colleges need to meet are: resisting pressures for short-term careerism and vocationalism in the cur-riculum; providing students opportunities to exerriculum; providing students opportunities to exercise leadership on and off the campus; cultivating basic skills in discovering how to learn independently; and exposing undergraduates to the force of technology. To assist independent liberal arts colleges, AT&T has joined other companies and private foundations in forming the Consortium for the Advancement of Private Higher Education, which provides technical assistance programs and targeted grant-making in marketing, curriculum, and faculty development. (SW)

ED 263 824 HE 018 868 Cox. Eleanor

Spelman College Is Tying It All Togother through the Living-Learning Program. Pub Date—85

Pub Date—85
Note—12p; Paper presented to the Annual Meeting of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Affective Objectives, Cognitive Objectives, Dormitories, Extracurricular Activities, Group Experience, Higher Education, Individual Development, Interdisciplinary Approach, Liberal Arts, \*Living Learning Centers, On Campus Students, \*Student Development Identifiers—\*Spelman College GA
Spelman College's Living Learning Program is described. The program was developed to integrate

speiman College's Living Learning rogam is ob-scribed. The program was developed to integrate classroom cognitive development with affective de-velopment acquired through formal and informal learning experiences offered by the student life division. Program activities are designed to expose stu-dents to a broad range of ideas through interaction dents to a broad range of ideas through interaction with peers, faculty, and other role models. It also provides opportunities for students to acquaint themselves with the many problems of the real world and to utilize their liberal education as "avenues" of flexibility in the problem solving process. Specific objectives include: integrating classroom learning with residential education through small group assigns in domitories, and offering panel group sessions in dormitories, and offering panel group sessions in dormitories, and offering panel discussions, seminars, debates, films, mini-concerts, and local field trips. Affective developmental mod-ules or stages for the undergraduate years involve: activities to promote freshmen awareness of the lib-eral arts; exploration through elective courses and eral arts; exploration through elective courses and issue-oriented residential programs during the soph-omore year; selection by juniors of program themes that complement or parallel the major; and integrat-ing the humanities and social sciences during the senior year. Information is also provided on convo-cation, program staff, admission to the program, and recognition/awards. (SW)

HE 018 869 ED 263 825 ED 263 825
Suniewick Nancy El-Khawas, Elaine
General Education Requirements in the Humanities. Higher Education Panel Report No. 66.
American Council on Education, Washington, D.C.
Higher Education Panel.
Spons Agency—Department of Education, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.; National

Science Foundation, Washin Pub Date—Oct 85 Contract—NSF-SRS-8117037

Contract—Norsac-Silvan, Note—37p.; An errata sheet is included. Available from—American Council on Education, Higher Education Panel, One Dupont Circle, Washington, DC 20036 (free). Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)—Tests/Questionnaires

(160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors.— "Associate Degrees, "Bachelors Degrees, Core Curriculum, "Degree Requirements, "General Education, Higher Education, "Humanities, Questionnaires, "Required Courses, School Surveys, Undergraduate Study
General education requirements in the humani-

Surveys, Undergraduate Study
General education requirements in the humanities at American colleges and universities were studied by the Higher Education Panel in spring 1984 based on usable surveys returned by 374 of the 454 institutions to which the survey had been sent. Data from the colleges were statistically weighted to reflect the national population of 2,566 institutions offering two- and four-year degrees. Findings include: on average, 45 semester hours of general education were required in four-year programs and 26 hours in two-year degree programs; English composition was a core subject, required for all degree candidates by about 9 in 10 institutions; baccalaureste colleges showed a stronger pattern of humanities requirements than other institutions; in addition to English composition, about half of baccalaureste colleges required all students to take courses in English composition, about half of baccalaureate colleges required all students to take courses for eight and philosophy. Information is also provided on humanities subjects that were not required, the use of secondary versus primary reading sources, foreign language requirements, and differences at public and private colleges. Appendices include a facsimile of the survey, a description of the stratification design, a comparison of characteristics of responding and nonresponding institutions, and an explanation of the reliability of the survey estimates. (SW)

HE 018 870 ED 263 826 HE 018 870 Hgg, Joe E. Hobbs, Dan S. Financial Aid. A Profile of Financial Aid in Oklahoma PUblic Higher Education, 1974-75 through 1963-84. Oklahoma State Regents for Higher Education, Ok-

lahoma City. Pub Date—Apr 85

lahoma City.
Pub Date—Apr 85
Note—69p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Pustage.
Descriptora—"Grants, Higher Education, Resource
Allocation, "Scholarships, State Colleges, "Student Loan Programs,
Trend Analysis, "Work Study Programs
Identifiers—"Oklahoma, "Public Colleges
Information on financial aid at public institutions
of the Oklahoma State System of Higher Education
for 1974-1975 through 1983-1984 is presented, with
a focus on systemwide norms, averages, and distributions for grants, loans, scholarships, and employment. In 1983-1984 financial aid was awarded to
30.5 percent of the unduplicated students at public
institutions, representing 57.7 percent of the
full-time equivalent (FTE) student load. This is a
one-third increase in the percent of FTE students
receiving aid more than 10 years before. In recent
years roughly one third of the financial aid has been
made up by loans, one third by grants, one fourth by
student employment, and the remainder by scholarships. Employment is considerably less important in student employment, and the remainder by scholar-ships. Employment is considerably less important in 1983-1984 than in 1974-1975 as an element of fi-1943-1944 than in 1974-1975 as an element of fi-nancial aid. Comprehensive universities, with their time-extending graduate and professional programs, consume the largest proportion of financial aid. In 1943-1944, the average dollar amount of financial aid by student at the comprehensive universities was 32,686 compared to 31,501 at regional universi-ties, and 3539 at two-year institutions. Minorities participate in the financial aid programs at rates greater than their proportional student enrullment. (SW)

ED 263 827 HE 018 871

Mones, Ingrid
Regular Reviews of Faculty Performance: Faculty
Views.
Pub Date—Oct 84

Note-21p.; Paper presented at the Evaluation Net-work-Evaluation Research Society Conference, "Evaluation '84," (San Francisco, CA, October 10-13, 1984).

10-13, 1984).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Accountability, \*College Faculty,

"Evaluation Criteria, Faculty College Relationahip, \*Faculty Evaluation, \*Foreign Countries,
Higher Education, \*Personnel Policy, Public Policy, Research Skills, State Colleges, \*Teacher At-

titudes, Teacher Effectiveness, Teacher Responsibility, Tenure Identifiers—\*Australia

Identifiers—"Australia
Faculty attitudes concerning the Australian government's proposal for periodic reviews of faculty performance were determined through interviews in 1983. The Australian Senate's report on tenure of academic staff recommended that all staff be regularly reviewed on their performance in teaching, research, and service. A sample of 104 University of Queensland faculty were interviewed to elicit their attitudes toward evaluation, staff development, and promotion. The sample ranged in age from 21 to 63: 12 were over 51 years old, while 43 were 35 years or younger. About half were lecturers, a quarter were senior lecturers, and 15 were professors or associate professors. A majority of the sample favored regular reviews, since reviews provide a way vored regular reviews, since reviews provide a way to identify and inform staff about their performance, as well as to make them accountable for their profes-sional actions. Respondents also indicated likely positive and negative effects of regular compulsory evaluations on individuals and departments, as well as conditions that favor the acceptance of reviews, as conditions that rayor the acceptance or review, such as: clearly stating the purposes of the review and what will be evaluated, identifying the evalua-tors and how the review will be conducted, and following certain principles in using the results of the reviews. (SW)

ED 263 828 HE 018 872 Wright, Douglas A. Cahalan, Margaret W.
Remedial/Developmental Studies in Institutions
of Higher Education Policies and Practices,

Westat Research, Inc., Rockville, Md. Spons Agency—National Center for Education Sta-tistics (ED), Washington, DC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Pub Date—Apr 85
Note—26p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, II., April 1, 1985) and at the Evaluation Network-Evaluation Research Society Conference, "Evaluation "84," (San Francisco, CA, October 10-13, 1984).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Academic Persistence, Ancillary School Services, Basic Skills, "Developmental Studies Programs, Educational Policy, "Enrollment Trends, "National Surveys, Outcomes of Education, "Postsecondary Education, Private Colleges, "Program Effectiveness, Remedial Mathematics, "Remedial Programs, Remedial Reading, State Colleges, Two Year Colleges, Writing Skills
The extent of postsecondary remedial studies in

Reading, State Colleges, Two Year Colleges, Writing Skills

The extent of postsecondary remedial studies in the United States was investigated in 1983-1984, along with characteristics of current programs, and measures of program effectiveness. Reliable national estimates were sought on: the number and type of courses offered; the percent of students taking remedial courses and recent enrollment changes; and rough measures of remedial program outcomes (e.g., course completion and student retention). Remedial or developmental studies were defined as programs, courses, or other activities for students lacking stills needed to perform college-level work at the specific institution. The national sample of 511 colleges and universities was drawn from the Higher Education General Information System enrollment report of 1982. Bighty-two percent of the schools had at least one remedial/developmental course, and more colleges offered courses in remedial writing (73 percent) and math (71 percent) than in reading (66 percent). In addition to course enrollments, information was obtained on: the level and control of schools offering such studies, types of remedial support services and summer programs, type of credit and requirements, and student retention and program evaluation. (SW)

HE 018 873

Anderson, Philip M.

Re-examining the Master of Arts in Teaching

Re-examining the Master of Arts in Armonia Program,
Pub Date—1 Apr 85
Note—38p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (Chicago, IL, April 1, 1985).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*College Choice, College Programs,
\*Degree Requirements, English Teacher Educa-

tion, Higher Education, \*Masters Degrees, \*Preservice Teacher Education, Program Evaluation, Social Studies, Student Teaching, \*Teaching (Oc-

ervice Teacher Education, Program Evaluation, Social Studies, Student Teaching, \*Teaching (Occupation)
Identifiers—\*Brown University RI
The Masters of Arts in Teaching (MAT) program at Brown University is described, along with its evolution and contribution to teacher training. Currently the MAT focuses on preparing teachers of English and Social Studies. Eight courses are required, four in education and four in the academic discipline. The program begins with a 6 and 1/2 week summer session, followed by two semesters of study, one in full-time graduate study and the other primarily in student teaching. Practice teaching is 16-18 weeks, during which the student is assigned to a cooperating teacher and is responsible for two of the teacher's classes on a full-time basis. Admission to the MAT program is competitive. All 16 students in the 1982-1983 class graduated from private liberal arts institutions. Reasons given by the 10 female and 6 male students for pursuing teaching included the opportunity to continue interests in subject matter after college and interest in adolescents. Reasons for selecting the Brown University program included: the prospect of doing graduate study in the major (English); the program at Brown University had fewer number of education courses required; the prospect of immediate teaching in the summer laboratory school; and the school's placement record. MATs and certification trends are also discussed. (SW)

ED 263 830 HE 018 875

ED 263 830 HE 018 875
Smith, Glenn D.
Changing Role Relationships as a University
Moves toward Decentralized Administration.
Pub Date—Apr 85
Note—10p.; Paper presented at the Annual Convention of the Southern Speech Communication
Association (Winston-Salem, NC, April 11-14, 1985)

1985).
Pub Type— Reports Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors.—\*Administrative Change, Administrators, \*College Administration, College Faculty, Committees, Deans, \*Decentralization,
Department Heads, Faculty Workload, Higher
Education, Organizational Change, \*Participative
Decision Making, Policy Formation, Power
Structure, \*Role Perception, \*Teacher Administrator Relationship

Decision Making, Policy Formation, Power Structure, \*Role Perception, \*Teacher Administrator Relationship Identifiers—\*Resistance to Change The changing role relationships that occurred between the faculty and administrators of a university that implemented a decentralized management process over a 5-year period are discussed. The university changed from being highly centralized toward a shared and layered administrative approach. Five changes were instituted: an extensive committee system; upgrading of the authority of the Vice President for Academic Affairs; greater administrataive authority for college deans; greater latitude for department; and individual faculty members' opportunities for greater involvement in policy development. Faculty resistance to change occurred as committee loads increased and responsibility for policy change was more evenly shared among the administrative layers of university governance. Involvement in committees made a difference in the relationships of faculty with department heads, the dean, and the vice-president. Just as many faculty became disenchanted with the responsibility of administrative decision making, department heads became confused about what management skills were needed to function in the decentralized administrative environment. A series of managerial seminars was also adopted. (SW)

ED 263 831 HE 018 876

Cardozier, V. R.
Recruiting and Selecting College Faculty, Higher
Education Series, Topical Paper 8502.
Texas Univ., Austin. Dept. of Educational Adminis-

Pub Date-85

Pub Date—85
Note—31p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*College Faculty, \*Evaluation Criteria, Higher Education, Interpersonal Competence, Knowledge Level, \*Personnel Policy, Productivity, Student Evaluation of Teacher Performance, Teacher Dismissal, Teacher Motiva-

tion, \*Teacher Recruitment, \*Teacher Selection tentifiers—\*New Colleges, \*University of Texas Permian Basin

Identifiers—"New Colleges, "University of Texas Permian Basin
The process of recruiting and selecting college faculty at a new college, the University of Texas of the Permian Basin, is discussed. The university was established in September 1973 to serve students who would complete 2 years at community/junior colleges in the Permian Basin area. The school's mission and the two towns near the college are described (Odessa and Midland). Faculty were sought who had subject knowledge and enthusiasm for the discipline, enthusiasm for teaching, empathy for students, commitment to high academic standards, and the ability to get along with colleagues and administrators. Most of the faculty recruiting was done at leading research universities out of state. Personnel practices at the new university included: term tenure, student ratings of teachers each semester, linking salary increases and teaching performance, and an annual faculty award of \$1,000 for outstanding teaching. Faculty evaluation committees and administrators terminated nontenured faculty as soon as it became apparent that they were trees and administrators terminated nontenture rac-uity as soon as it became apparent that they were not effective teachers or did not fit the institution, usually within 2 or 3 years instead of the maximum of 6 years. The institution's policy on research and publication is discussed, along with the relationship between the school and the community. (SW)

HE 018 877 ED 263 832

EIJ 203 532
Brum, Joseph, Jr.
Effects of Computer-Assisted Instruction on Student' Final Grades. Applied Educational Research And Evaluation.
Pub Date—18 May 83
Particular Particular Paper, Nova University Paper, Nova Un

Note-32p.; Doctoral Practicum Paper, Nova Uni-

versity.

Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Administration Education, 
\*College Instruction, College Students, Comparative Analysis, \*Computer Assisted Instruction, 
\*Grade Point Average, Higher Education, \*Lecture Method, Teaching Methods, Technical Institutes.

ture Method, I eaching Methods, I echnical Institute NC
The effect of computer-assisted instruction versus
the traditional lecture method on final grades was
compared with two groups of students taking two
business organization classes at Fayetteville Technical Institute. Thirty-two students attended four
1-hour lectures per week (the control group), while
38 students received computer-assisted instruction
for four 1-hour classes each week (the experimental
group). The control group consisted of 17 freshmen
and 15 sophomores, while the experimental group
consisted of 23 freshmen and 15 sophomores. Both
groups, who had the same instructor, were administered pre- and post-tests, which consisted of 25 multiple choice and 25 true and false statements that
were selected from the instructor achieved a significantly higher grade point average than students who
received lecture material in the traditional manner.
(SW)

ED 263 833 HE 018 878

ED 203 053

Brum, Joseph, Jr.

A Study of Societal Factors Which Have Influenced Adults to Withdraw from the Business

Administration Curriculum at Factors Affecting Educanical Institute. Societal Factors Affecting Educa-

Pub Date—24 May 83 Note—27p.; Doctoral Practicum Paper, Nova Uni-

rote 2/p; Doctoral Practicum Paper, Nova University.

Pub Type — Dissertations/Theses - Practicum Papers (043) — Reports - Research (143) —
Tests/Questionnaires (160)

EDRS Price - MP01/PC2 Plus Postage.

Descriptors — Business Administration Education, "College Students, "Dropout Research, Higher Education, Questionnaires, "Student Attrition, "Technical Institutes, "Withdrawal (Education) Identifiers — "Payetteville Technical Institute NC Reasons why students studying business administration withdrew from Fayetteville Technical Institute (North Carolina) were examined. Questionnaires mailed to a random sample of 30 former students were completed by 26 dropouts who had been enrolled at the institute during 1981-1982. Responses from 26 students were classified as nonsocietal or societal (i.e., elements of influ-

ence that are external to the institution). The most frequently stated societal reasons for not returning to business administration included transfer to another college, change in job requirements, and change in career plans. The most frequent nonsocietal reasons were financial problems and desire for time off. There was no significant difference in withdrawal reasons for students who had completed two as opposed to three consecutive quarters. The findings correlate strongly with similar studies found in the literature. A followup study to identify action that will reduce the impact of nonsocietal factors and assure maximum retention of qualified business administrative curriculum students is recommended. The questionnaire is appended. (SW)

HE 018 881

ED 263 834

Kruetzer, Mary C. And Others

Design and Implementation of a Multi-Strategy,
Collegewide Program of Evaluation and Planning: The Mercy College Self-Study Project.
Pub Date—13 Oct 34

Pub Date—13 Oct 34

Pub Date—13 Oct 64 Note—124p.; Paper presented at the Annual Meeting of the Evaluation Research Society/The Evaluation Network (San Francisco, CA, October 13,

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

(160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors -- Alumni, College Planning, College Programs, "College Students, Course Evaluation, Criminology, "Departments, English, "Evaluation Methods, "Graduate Surveys, Higher Education, History, Longitudinal Studies, Political Science, "Program Evaluation, Questionnaires, "Self Evaluation (Groups) Edentiflers -- Entering Student Questionnaire, "Mercy College NY, Recent Alumni Questionnaire

naire
The rationale, strategies, and methods of The
Mercy College Self-Study Project are considered,
and evaluation instruments are provided. This program of institutional evaluation and planning was
initiated in 1980 and consists of: standardized surveys, a 10-year longitudinal (panel) study, and academic department self-studies. Questionnaires
designed by the National Center for Higher Education Management Systems (NCHEMS) and the demic department self-studies. Questionnaires designed by the National Center for Higher Education Management Systems (NCHEMS) and the College Board are for the most part administered annually to determine student/alumni characteristics, goals, and accompilahments. Also administered are the Educational Testing Service's Institutional Functioning Inventory and the Institutional Goals Inventory. NCHEMS questionnaires for the entering student and recent alumni are included, along with the first interview schedule for the 10-year longitudinal Study. Departmental strategic planning guidelines are presented as well as information on self-studies conducted by four departments: nursing; history and political science; English and humanities; and criminal justice. Additional materials include: departmental cover letters and self-evaluation questions, a student course evaluation questions, as a student course evaluation questions are acaching observation report. Planning materials by Sidney S. Micek are also included: "Departmental Strategic Planning Guidelines" and "Taking Charge of Change in Academic Departments through the Use of Strategic Planning." (SW)

HE 018 882

ED 263 835

HE 018 882

Hexter, Holly

Grants Versus Loans: Recent Proposals for Change
in Student Aid Policy in Great Britain.

American Council on Education, Washington, D.C.

Div. of Policy Analysis and Research.

Spons Agency—EXXON Education Foundation,
New York, N.Y.

Pub Date—Jun 85

Note—20p.

Available from—American Council on Education,
Division of Policy Analysis and Research, One
Dupont Circle, N.W., Washington, DC
20036-1193 (38.00, nonmembers; \$5.00, members).

bers).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Career Choice,
Change Strategies, "Federal Aid, "Financial Policy, Financial Problems, Foreign Countries, Government School Relationship, "Grants, Higher

Education, Loan Repayment, Low Income
Groups, Middle Class Students, Parent Financial
Contribution, Resource Allocation, "Student Financial Aid, "Student Loan Programs

Identifiers—College Costs, \*Debt (Financial),
 \*Great Britain, United States
 Recent attempts of the British government to shift
its student aid programs from grants to loans are
discussed, along with parallels between developments in student aid policy in both Britain and the
United States. Great Britain's higher education
structure, access to education, and enrollments are
briefly described. In Britain over 90 percent of students receive financial aid, compared to about 50
percent in the United States. Aid to British students
takes two main forms: mandatory government oents receive mancial sid, compared to about 50 percent in the United States. Aid to British students takes two main forms: mandatory government grants to eligible students enrolled in approved courses, and discretionary awards given to students not qualifying for mandatory awards. Fiscal problems in both countries may mean continuing pressure to reduce funding for student aid programs and thus restrict access to college. The proposed changes in the British student grants system and the reimposition of tuition would mark a departure from the tradition of free or highly-subsidized tuition. In the United States, a recent Reagan administration plan would bar access to loans for many middle-income students. (SW)

Racki, Joan Reece, Joanne Financing Higher Education Facility Needs in Idaho. HE 018 883

Pub Date--Apr 85

Pub Date—Apr 85
Note—55p.
Available from—University of Idaho, Department of Facility Planning, Moscow, ID 83843.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Campus Planning, \*Capital Outlay (for Fixed Assets), \*College Buildings, \*College Housing, Dormitories, Educational Facilities, \*Financial Support, Higher Education, Loan Repayment, Private Financial Support, School Space, State Aid, State Colleges Identifiers—Boise State University ID, Debt (Financial), \*Idaho, Idaho State University, Lewis Clark State College ID, \*Public Colleges, University of Idaho
Information on physical facilities of Idaho state colleges and universities and facility financing op-

colleges and universities and facility financing op-tions for the State Board of Education is presented. colleges and universities and facility financing prions for the State Board of Education is presented. While attention is focused on Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, some of the options may be applicable to other state-supported institutions. For the four colleges, data are provided on gross square feet (GSF) and 1984 repiacement value for three types of campus space: cademic, auxiliary enterprise, and residences. In addition, a space inventory provides information for specific buildings on more than a dozen campuses, including the building function, construction date, GSF, replacement cost, and source of funds. Information is also provided on the outstanding building indebtedness for each of the campuses as of July 1, 1984. Included are the date the debt was initially incurred, source of funding for repayment, year when debt will be retired, and amount of original indebtedness. Also covered are student fees dedicated to cover costs of indebtedness for facilities construction at the four schools, and projected future facility needs. Methods used to finance the construction or remodeling of academic facilities in each of the 50 states are also identified. (SW)

HE 018 885 ED 263 837 Willingham, Warren W. And Others
Success in College: The Role of Personal Qualities
and Academic Ability.
College Entrance Examination Board, New York,
N.Y.; Educational Testing Service, Princeton,
N.J.

N.Y.; Bducanonal Testing Service, Princeton, N.J.

Report No.—ISBN-0-87447-228-8

Pub Date—22 Nov 85

Note—245p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$16.95, paper copy—ISBN-0-87447-228-8; \$26.95, hard copy—ISBN-0-87447-228-8; \$26.95, hard copy—ISBN-0-87447-229-6).

Pub Type— Books (010) — Reports - Research (143) — Tests/Questioenaires (160)

Pub Type— Books (010) — Reports - Research (143) — Tests/Questioenaires (160)

Pub Type— Books (010) — Reports - Research (143) — Tests/Questioenaires, Plas Postage, PC Not Available from EDRS.

Descriptors—"Academic Achievement, Academic Aptitude, "Admission Criteria, College Admission, "College Students, Extracurricular Activities, Higher Education, "Individual Characteristics, "Leadership, Predictor Variables, Questionnaires, Recognition (Achievement),

Scholarship, Student Characteristics, Student Interests, Student Projects, Student Recruitment,

Scholarship, Student Characteristics, Students Increasts, Student Projects, Student Recruitment,

\*Success
Identifiers—Bucknell University PA, Colgate University NY, Hartwick College NY, Kalamazoc College MI, Kenyon College OH, Occidental College CA, Ohio Wesleyan University, \*Personal Qualities Project, Senior Questionnaire, University of Richmond VA, Williams College MA

The relationship among preadmission characteristics of students, admission policies, and different measures of success during college was studied at nine colleges: Bucknell University, Colgate University, Hartwick College, Kalamazoo College, Kenyon College, Occidental College, Ohio Wesleyan University, University of Richmond, and Williams College. An overview is provided of the first phase of the study, which focused on the effect of personal qualities on admissions decisions for about 25,000 applicants to the nine colleges. For the 4,814 students who subsequently enrolled, the effect of personal qualities on college success was assessed in the second study phase. After describing some prototype studies on success in college, the question of how to measure success in college, the question of how to measure success in college, the question of how to measure success in colleges. For the 4,814 students who also point averages and attainment measures, scholarship, leadership, and significant accompliahments. Consideration is given to the prediction of yearly grades and attainment measures, scholarship, leadership, and significant accomplishments. Consideration is given to the prediction of yearly grades and attainment measures, scholarship, leadership, and significant accomplishments. Consideration is given to the prediction of yearly grades and implications of the findings are also discussed, along with a proposed recruitment strategy. The questionnaire is appended. (SW)

HE 018 887 Laughlin, Margaret A.
An Emerging Institution: The University for Peace
in Costa Rica. Discussion Paper Series, No. 73.
Wisconsin Univ., Milwaukee. Center for Latin

America. Pub Date-31 Aug 85

Pub Date—31 Aug 85
Note—34p.

Available from—University of Wisconain, Center for Latin America, P.O. Box 413, Milwaukee, Milwaukee, WI 53201.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—"College Role, Decision Making, "Educational Development, Educational Planning, Higher Education, Interdisciplinary Approach," "International Organizations." rigare Esquestion, Interdisciplinary Ap-proach, "International Organizations, International Relations, Networks, "Peace, Pro-gram Development, Universities, "World Prob-lema

lems
Identifiers—New Colleges, \*United Nations, \*University for Peace (Costa Rica)
A new United Nations college, the University for Peace in Costa Rica, is discussed. After providing a brief historical sketch on peace efforts since the Actions Greeks, the objectives of the United Nations University are identified. The University for Peace is a new international university that is new force. University are identified. The University for Peace is a new international university that is part of the United Nations University network, a decentralized system of affiliated institutions. Costs Ricae President Rodrigo Carazo proposed the establishment of the university to the United Nations, which took into consideration the recommendations of United Nations-affiliated bodies, as well as the comments of 10 nations. The following long-range goals for the university were suggested by the United Nations presidential commission: to seek solutions to psychosocial and natural problems that provoke tension, violence, and war in the world; and to

sion, violence, and war in the world; and to contribute content and forms that may be useful in continute content and forms that may be useful in achieving world peace through education, knowledge, and research. Seven topics for interdisciplinary study and research were also suggested, including peace education, human rights, communications, and scientific and technology transfer. Also considered were: recommendations related to university purpose and structure, relationships with other United Nations bodies, and steps to put the university in operation. (SW)

Clark, Sheldon B. Finn, Michael G.
Foreign National Students at Colleges and Universities in the United States and in the Mid-South:
Boon or Bane?
Pub Date—6 Nov 85
Note—17s. Pages

Note—17p.; Paper presented at the Annual Meet-ing of the Mid-South Educational Research Asso-

ciation (Biloxi, MS, November 6, 1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Graduates, \*College Students, Comparative Analysis, Engineering, \*Enrollment Trends, \*Foreign Nationals, \*Foreign Students, Higher Education, \*Labor Market, \*Majors (Students), Sciences
Identifiers—Alabama, Arkansas, Kentucky, Louisiana, Mississippi, Tennessee, \*United States (South)

Characteristics of foreign national enrollments in

ana, Mississippe,
(South)
Characteristics of foreign national enrollments in
colleges and universities in the U.S. Mid-South are
discussed, along with implications of the presence of
foreign nationals for colleges and the U.S. labor
market. Enrollments of foreign nationals by field of
study in 1982 are examined, along with their representation at the graduate level in science and engimarket. Enrollments by
Data are also provided on: enrollments by sentation at the graduate level in science and engineering. Data are also provided on: enrollments by state and by type of institution (public and private, two- and four-year); the percentage of U.S. degrees awarded to foreign nationals in four selected disciplines; the percentage of foreign nationals who received U.S. science and engineering degrees during 1976-1979 who were in the U.S. work force in 1982 by five disciplines; and foreign nationals as a percentage of all Ph.D. new entrants into the U.S. labor force, 1980-1981, by four disciplines. Highlights are as follows: (1) 1982 and 1984 foreign student enrollments in Alabama, Arkanass, Kentucky, Louisiann, Mississippi, and Tennessee increased at a greater rate than for the nation as a whole; (2) Louisiana has much larger percentage of foreign students than a much larger percentage of foreign students than expected; and (3) many of the foreign nationals trained in U.S. colleges enter the U.S. labor market. (SW)

HE 018 889 ED 263 840 Davison, Richard L. And Others
Fall 1985 Earollments, North Dakota Institutions
of Higher Education.
North Dakota State Board of Higher Education,

sarck.

Pub Date—Oct 85

Pub Date—Oct 85

Note—68p.
Available from—North Dakota State Board of Higher Education, Bismarck, ND 58505.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Credits, College Students, \*Enrollment Trends, Full Time Equivalency, \*Full Time Students, Higher Education, In State Students, Out of State Students, \*Part Time Students, Out of State Students, \*State Colleges, Students, \*Part Place of Residence, \*State Colleges, Students, \*Part Time Students, \*Part Tim dents, \*Place of Residence, \*State Colleges, Stu-

dent Characteristics
Identifiers—\*North Dakota, Public Colleges Identifiers—North Dakota, Public Colleges
Fall 1985 enrollment data for North Dakota state
colleges and universities are presented in 12 tables,
based on data supplied by the institutions. Headcount enrollment for each institution is provided for
the following categories of students: freshman,
sophomore, junior, senior, graduate, special/unclassified, and professional. A similar format is used to
present full-time enrollments, total student credit
hours of part-time students, full-time equivalent encollments of part-time students total of full-time hours of part-time students, full-time equivalent enrollments of part-time students, total of full-time
and full-time equivalent of part-time enrollment,
and full-time equivalent enrollments based on total
student credit hours by level of students. Additional
tables cover: nonresident headcount undergraduate
enrollment by state; nonresident graduate and professional headcount enrollments by state; headcount enrollments by county of residence for North
Dakota students; total in-state enrollment by
county of origin; in-state enrollments by county of
origin for each college and university, 1980-1985;
headcount enrollments for each institution by race,
veteran status, sex, marital status, and transfer status; and total student credit hours produced by student level for each institution. (SW)

ED 263 841 HE 018 890 Smith, Alan D.

Computer-Generated, Three-Dimensional Models of Student Flow Characteristics in Kentucky: A Case Study. Pub Date—[85]

Pub Date—[85]
Note—13p.
Pub Type— Non-Print Media (100) — Reports Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, \*College Freshmen,
\*Computer Graphics, \*Enrollment Trends,
\*Graphs, Higher Education, \*Models
Identifiers—\*Eastern Kentucky University, \*Stu-

dent Flow Models

dent Flow Models

The use of computer graphic techniques with basic student enrollment statistics is examined to promote understanding of changes in student flow as function of spatial distribution. Basic initial student enrollment data that serve as input into predictive flow models were modeled at Eastern Kentucky University. The following commercially available software packages were used: SYMAP, a linerinter mapping software. and three-dimensional software packages were used: SYMAP, a line-printer mapping software, and three-dimensional plotting routines, QUSMO, QUSMO2, QUTAB, and QUCRS. Data on first-time freshmen entering the university from 117 Kentucky counties for 1979-1982 were examined. The three counties with the highest enrollments were not included to avoid skewing the student flow statistics are provided that portray: the spatial distribution of first enrolled, 1979 freshmen to Eastern Kentucky University; similar data for 1980 freshmen; 1981 enrollment statistics; and a three-dimensional model of 1982 student flows. (SW) student flows. (SW)

Aider, Henry L.
How Colleges and Universities Employ Credit and
Placement for Advanced Academic Studies.
Pub Date—Oct 84

Placement for Advanced Academic Studies.
Pub Date—Oct 84
Note—6p.; Paper presented at the Annual Meeting of the College Scholarship Service Assembly (New York, NY, October 21-30, 1984).
Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Admission Criteria, "Advanced Placement Programs, College Admission, "College Bound Students, "College Credits, "College School Cooperation, Educational Policy, Grade Point Average, "Grading, Graduation Requirements, Higher Education, "High School Students Identifiers—"University of California grading/credit policy for advanced placement (AP) courses taken by high school students is discussed. The university traditionally has encouraged high school students to take AP courses if they are prepared and mature enough to benefit from them. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the College Board. The university grants credit for scores of 3, 4, or 5 carned on AP Tests given by the Col given by the College Board. The university's admission evaluators grant subject credit, graduation credit, or credit toward breadth requirements for all AP tests in which at least a score of 3 is obtained. During 1981-1982 the University's Board of Admissions and Relations with Schools (BOARS) considered changes in admission requirements, and high schools requested that the viversity provide some inducement for high school students to take the most challenging AP courses offered by the high school. Students avoided the courses because of fear that AP course grades would lower their high school grade point average (GPA). It was decided that in calculating GPA used for admission to the university, the grades of A, B, and C in up to eight honors level courses taken by high school juniors or seniors sity, the grades of A, B, and C in up to eight honors level courses taken by high school juniors or seniors would be increased by one grade point each. BOARS also established guidelines for these courses to encourage high school students to take additional honors level (including AP) courses.

ED 263 843

HE 018 892

ED 263 843

Johnstone, D. Bruce

Looking toward Financial Aid's Future.

Pub Date—6 May 85

Note—22p.; Paper presented at the Annual Meeting of the Eastern Association of Student Financial Aid Administrators (Boston, MA, May 6,

1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150) EDRS Price - MF01/F01 Plus Postage.

Descriptors—\*Access to Education, College Students, Economically Disadvantaged, \*Federal Aid, \*Financial Policy, Higher Education, \*Low Income Groups, Need Analysis (Student Financial Aid), Parent Financial Contribution, Private Colleges, State Colleges, \*Student Financial Aid, Student Responsibility Identifiers—\*College Costs

Principles underlying state, federal, institutional, and family policies and practices toward student financial aid in the United States and five adverse forces that work against these principles are considered by the president of the State University of New York, College at Buffalo. The principles concern: access to higher education, including private institu-

tions; matriculating students regardless of their ability to pay for college and price discounting for some of these students; parent and student financial responsibilities; and state and federal government roles in providing financial support. The five forces are: (1) the serious eroding of the assumption of parental financial responsibility; (2) seeming loss of public (taxpayer) support for the goal of federal financial aid or for maintaining the current federal share of college costs; (3) crumbling of the old college compact that once agreed to avoid price warfare and to concentrate available resources on the needy; (4) increasing vulnerability of the entire financial aid system, and possibly of entire higher educational sectors, to the methodology and timing of financial aid awards; and (5) intersector rivalries. nancial and system, and position deducational sectors, to the methodology and timing of financial aid awards; and (5) intersector rivalries. Attention is directed to the likely effect of these forces, particularly on the current balance of financial responsibility among parent, student, and tax-

HE 018 893 Allard, M. Ju

Institutional Bondin Pub Date—Feb 85

Pub Date—Feb 85

Note—17p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7, 1985).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attachment Behavior, \*Commuter Colleges, Family Influence, \*Friendship, Group Unity, Higher Education, \*Identification (Psychology), Morale, School Holding Power, State Universities, Student Attrition, \*Student College Relationship, Urban Universities

tion, \*Student College Relationship, Urban Universities
Institutional bonding was examined at a public, urban commuter college with exceptionally high attrition and visibly low morale. Changes in bonding and attrition were measured 6 years after a 2-year effort to develop school identity and student feelings of membership. It was found that a simple index of campus morale is provided by level of student feelings of membership in the college, feelings they readily articulate. Bonding tends to occur early in college life, but the general level of bonding on a campus can change over time. School identity is important; its major elements and keys to college membership can be assessed. Purther, bonding relates to, but goes beyond, satisfaction with campus social life. Bonding relates to having friends on campus, but not to the closeness of the friendships. Families influence college attendance for some, an influence continuing throughout the college career. Increased independence from family influence occurs in upperclassmen with the most definite career plans. Family encouragement and collegiate background relate to social participation and campus friendships. Recommendations were to: intensify bonding efforts, particularly with freshmen; promote school identity and campus friendship building; and build family support, including family bonding. (Author/SW)

ED 263 845

HE 018 894 A Plan to Assure Equal Postsecondary Educational Opportunity, 1985-1989, Maryland State Board for Higher Education, An-

Pub Date-Jun 85

Note—63p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD

21401.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Black Colleges, Budgets, Capital
Outlay (for Fixed Assets), "College Desegregation, College Faculty, College Freshmen, College
Flanning, College Programs, College Role, College Transfer Students, Community Colleges,
"Educational Opportunities, "Enrollment Trends,
Equal Education, Opportunities, "Eurollment Trends,
Equal Education, Professional Education, "State Colleges, "Statewide Planning, Student Recruitment,
Undergraduate Study
Jdentifiers—"Maryland, Public Colleges
A 1981-1990 equal educational opportunity plan

Identifiers—\*Maryland, Public Colleges
A 1985-1990 equal educational opportunity plan
for Maryland is presented to further integration of
public institutions and to enhance traditionally
black institutions (TBIs). After considering the legal
background and earlier equal educational opportunity plans, the following areas are addressed: the
organization and structure of Maryland state col-

leges; student enrollment; school staff and governing boards; and implementation and monitoring of the plan. Specific topics include: institutional missions, program duplication, program development, community college enrollments, increasing the number of other-race freshmen at traditionally white institutions, increasing the number of other-race freshmen at TBIs, black enrollment in graduate and professional schools, undergraduate and graduate professional level recruitment measures, undergraduate retention, mobility between two- and four-year institutions, student financial aid, college employment, and full-time faculty and staff by race at each institution. Operating budget enhancements for four TBIs are specified, along with projected capital expenditures by TBIs. Data are also provided on enrollments in specific college programs at each institution. Information on the methodology used in student enrollment projections is appended. (SW)

HE 018 895

ED 263 846 HE 018 89
Guastello, Stephen J.
Butterfly Catastrophe Model of Motivation in
Organizations: Evaluation of an Introductory
Psychology Course.
Pub Date—May 85
Note—30: Page represented at the Angual Mee

Pub Date—May 85
Note—39p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Academic Achievement, College Instruction, College Students, Education Work Relationship, Higher Education, \*Introductory Courses, Learning Motivation, \*Models, Occupational Aspiration, \*Prediction, \*Psychology, Sex Differences, \*Student Motivation Identifiers—Butterfly Catastrophe Models
The efficiency of the butterfly catastrophe model

The efficiency of the butterfly catastrophe model The emicency of the butterfly catastrophe model for describing and predicting performance changes in an educational setting was studied. Subjects were 455 introductory psychology students. Changes in performance on the first exam and three subsequent performance on the first exam and three subsequent exams were examined, plus extra credit for participation in psychology experiments. The butterfly difference equation was tested using hierarchical stepwise regression. The model, which assumes nonlinear change, predicted performance more accurately than two linear alternatives. Where the curately than two linear alternatives. Where the goal was to predict performance at the end of the program, the butterfly model offered a 37.7 increase in utility. Larger positive changes in performance were observed for successive administrations of the course, indicating that the course was steadily improving. The degree to which the course was perceived as important for career goals (extrinsic instrumentality), was found to be a significant bifurcation variable. Women showed more favorable performance changes compared to men. The butterfly model described the motivational dynamics taking place in the classroom. The collective learning place in the classroom. The collective learning curves varied along four parameters: extrinsic motivation, intrinsic motivation, programmatic differences, and ability. Equations and explanations of the model, including applications for training evaluation, are included. (SW)

ED 263 847 HE 018 896

ED 263 847
Washton, Nathan S.
Improving College Faculty Instruction in the Basic and Allied Health Sciences.
Pub Date—Apr 85
Note—25p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, MB, April 24-26, 1985).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MP0L/PC01 Plus Postage.
Descriptors—\*Allied Health Occupations Education, Check Lists, Classroom Environment, College Faculty, \*College Instruction, \*College Science, Consultation Programs, \*Faculty Development, Higher Education, \*Instructional Improvement, Professional Education, Questionnaires, Self Evaluation (Individuals), Teacher Effectiveness, Teacher Workshops, \*Teaching Methods Identifiers—Checklist for Faculty Self Evaluation

dentifiers—Checklist for Faculty Self Evaluation, New York Chiropractic College, New York Insti-tute of Technology

A project to improve college instruction in the asic and allied health sciences at New York Chiro-

practic College and the New York Institute of Technology is described. Attention was directed to: the kinds of resources colleges and professional schools provide to improve instruction; motivation of faculty to explore innovative or strategic teaching methods; and the type of system analysis faculty can use in evaluation of instruction. During 1981-1985 a one-day faculty development workshop was scheduled each year. Observations were also made of faculty teaching in lecture halls, laboratories, and clinics. The faculty member met with an educational consultant (a science education specialist), who provided information about instructional improvement and research papers. Based on the faculty member's comments during the conferences, the consultant prepared a "Checklist for Faculty Self-Evaluation," which is appended. Also employed was an instrument for student evaluation of faculty, "Student Description of Teaching," which is also appended. Also considered are: providing students materials in preparation for lectures, teaching from the simple to the complex, allowing students to ask questions during the lecture, motivating the listener, critical thinking, and selective listening. (SW) ing the lecture, motivating the listener, critical thinking, and selective listening. (SW)

ED 263 848

Costello, Libby, Comp.

More Good Ideas. Responses to Changing Educational Needs by State Colleges and Universities, 1985. HE 018 897

American Association of State Colleges and Univer-sities, Washington, D.C.

Pub Date-85

Pub Date—85
Note—35p.
Available from—American Association of State
Colleges and Universities, One Dupont Circle,
Suite 700, Washington, DC 20036-1192 (32.2)
Pub Type—Collected Works - Serials (022) — Reference Materials - Directories/Catalogs (132) —
Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

able from EDRS.

Descriptors—\*Access to Education, Administrators, \*Awards, Change Strategies, College Administration, College Faculty, \*College
Instruction, College Programs, Computer Oriented Programs, \*Curriculum Development, Disabilities, \*Educational Innovation, \*Faculty
Development, Higher Education, Minority
Groups, Program Descriptions, State Colleges
Identifiers—American Association of State Colleges and Univs, \*Public Service
A collection of 79 reogram ideas demonstrates

A collection of 79 program ideas demonstrates creative approaches to academic programs and administrative concerns. As part of an annual event sponsored by the Ameridan Association of State Colleges and Universities (AASCU), the ideas were sponsored by the American Association of state Colleges and Universities (AASCU), the ideas were nominated by institutions in the 1985 competition for the G. Theodore Mitau Award for Innovation and Change in Higher Education. The types of innovations are categorized as follows: increasing access, improving curricula, teaching and learning, faculty and administrative development, finance and management, and public service. For each of the 79 institutions, the name of the program and the contact person are identified, and a program description is provided. Specific topics of the innovations include: providing access to education and services for the deaf and hearing-impaired, a computer center for the visually impaired, a one-day-a-week college, efforts to improve the enrollment and retention of mature women in four-year colleges, efforts to improve attendance and persistence of minority students, an interdisciplinary humanities program, the core curriculum, senior tence of minority students, an interduscipinary no-manities program, the core curriculum, senior seminars program, developmental education pro-gram, a center for international programs, promot-ing interest in foreign language study, career and life planning, an academic assistance and resource cen-ter, a computer literacy fair, automated data reporting systems, faculty retraining, business and education partnerships, and college school coopera-tion. Program and institution indexes are included.

ED 263 849 HE 018 898 ED 263 849

Pieschel, Bridget Smith

Loyal Daughters: One Hundred Years at Mississippi University for Women, 1884-1984.

Report No.—ISBN-0-87805-243-7

Pub Date—84

Note—208p.

Available from—University Press of Mississippi Individual Press of Mississipp

vailable from—University Press of Mississippi, Jackson, MS 39211 (\$25.00). ub Type— Books (010) — Historical Materials Pub Type

Document Not Available from EDRS.

Descriptors—Alumni, Coeducation, College Administration, College Environment, College Graduates, \*College Presidents, Educational Change, \*Bducational History, Higher Education, Leadership Qualities, Single Sex Colleges, State Universities, \*Womens Education Identifiers—\*Institutional History, \*Mississippi

identifier—Institutional History, Mississippi University for Women
The history of the Mississippi University for Women (MUW) from 1884 to 1984 is described. MUW, the first state-supported college for women is now coeducational, but adheres to its original mission of providing educational opportunity for women. Educational, administrative, and architectural developments are traced, with attention to leaders who guided MUW to maturity. The universeasors who guided MUW to maturity. The univer-sity's presidents include Henry Lewis Whitfield (1907-1920), whose sweeping changes at the college strengthened the academic program and upgraded its industrial (vocational) studies. During the tenure its industrial (vocational) studies. During the tenure of Charles P. Hogarth for a quarter of a century, the college experienced the most growth in its history, quadrupling its enrollment. Hogarth's successor, thirteenth MUW president James W. Strobel, is leading the university past the Supreme Court decision toward new goals of academic excellence and strengthened emphasis on women's education. A personal story of what the university means to its graduates is also provided. Excerpts from campus publications are interspersed with portions of letters from alumnae describing the university's traditions and several memorable teachers. (SW)

HE 018 901 ED 263 850

Retienour, Steve
Music, Higher Education, and Technology. Annotated Bibliography.
Pub Date—[85]

Note-9p. Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, \*College
Instruction, \*Computer Assisted Instruction,
Computer Software, Higher Education, Information Sources, \*Microcomputers, \*Music Education, \*Music Teachers

An annotated bibliography on music, higher education, and technology includes 27 journal articles and 6 books, most dated 1980 or later. The followand b books, most dated 1980 or later. The following topics are covered: resource groups with expertise in the music educational application of computers, manufacturers dealing with educational technology products, information on the National Consortium for Computer-Based Music Instruction, information on computer software available for musinformation on computer software available for musinformation on computer software available. sic educators to use in the classroom, advantages disadvantages of using the Synclavier II as a teaching device, the Graded Units for Interactive Dictation Operations system (a computer-based ear-training and music theory program), a class-room simulator used to train music teachers about the problems of performance preparation, information on the development of computer-assisted instruction (CAI) since the late 1960s, the importance of computer literacy by music teachers, the applica-tion of CAI at nine National Association of Schools tion of CAI at nine National Association of Schools of Music institutions, research applications in music CAI, the use of computer technology to the non-technical music educator, an update on synthesizers, alternatives to CAI, teacher training and high technology, microcomputer-based music teaching, televised music instruction, programmed teaching, and electronic music for young people. (SW)

ED 263 851 HE 018 902 Frierson, Henry T.
Strategies for Effective Learning.
Pub Date—85 Pub Date—85
Note—259.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attention, \*College Students,
\*Comprehension, Higher Education, \*Learning
Strategies, \*Memory, Mnemonics, \*Study Skills,
Visualization

Visualization
Suggestions are offered for applying learning techniques for a variety of learning situations. The approaches are applicable to learning medical school content as well as other advanced educational content. Ways to control external distractors are suggested, including, a systematic approach

gested, including a systematic approach to completing large tasks, such as writing a research paper. Controlling internal distractors (negative self-taik) is briefly addressed, as well as Fenker's

Study Management System, which can be used to enhance learning by monitoring learning behavior. Concentration is described as effectively applying self-monitoring techniques to learn subject matter. Attention is also directed to: methods for enhancing concentration and promoting active learning; two techniques for memorizing abstract material (mnetechniques for memorizing abstract material (memonics and linking); imagery to form mental pictures of objects, words, or scenes; and building a
framework during reading and when previewing
material to be learned. The following comprehension strategies are discussed: paraphrasing, the question-answer technique, peer questioning information, reviewing content, forming a language for
comprehension, and building mental networks.

(SW)

ED 263 852
Smart, John C., Ed.
Higher Education: Handbook of Theory and Research, Volume I.
American Educational Research Association,

Washington, D.C.
Report No.—ISBN-0-87586-065-6
Pub Date—85

Note-518p.

Available from—Agathon Press, Inc., 111 Eighth Avenue, New York, NY 10011 (\$48.00).

Avenue, New York, NY 10011 (\$48.00).

Pub Type—Books (010) — Opinion Papers (120)
— Information Analyses (070)

Docament Not Available from EDRS.
Descriptors—\*College Administration, College Admission, College Environment, College Faculty, \*College Instruction, Computer Oriented Programs, \*Educational Quality, \*Educational Research, Employment Practices, Financial Support, Foreign Students, \*Higher Education, Intellectual Development, \*Learning Theories, Legal Problems, Management Information Systems, Organizational Theories, Path Analysis, Scholarship, Teaching Methods
Identifiers—\*Strategic Planning
Theory and research on a variety of topics in

Identifiers—"Strategic Planning
Theory and research on a variety of topics in
higher education are addressed in 13 articles. Titles
and authors are as follows: "College Environmental and authors are as follows: "College Environmental Influences on Learning and Cognitive Development: A Critical Review and Synthesis" (Ernest T. Pascarella); "Learning Theory and Research" (Cameron Fincher); "Methods and Theories of Instruction" (Michael T. McCord); "The Concept of Strategy: From Business to Higher Education" (Elen Earle Chaffee); "Administrative Computing in Higher Education" (Andrew T. Masland); "Legal Pascarett of the English Pascarett Paleites Parallel Pa Higher Education" (Andrew T. Masland); "Legal Parameters of the Faculty Employment Relationship" (Barbara A. Lee, Steven G. Oiswang); "Publication, Performance, and Reward in Science and Scholarship" (Mary Frank Fox); "Program Quality in Higher Education: A Review and Critique of Literature and Research" (Clifton F. Conrad, Robert erature and Research" (Clifton F. Conrad, Robert T. Blackburn); "The Quest for Excellence: Underlying Policy Issues" (Anthony W. Morgan, Brad L. Mitchell); "Beyond Background Music: Historical Research on Admissions and Access in Higher Education" (John R. Thelin); "Applications of Causal Models in Higher Education" (Lee M. Wolfle); "Toward a New Partnership for Financing a College Education: The Changing Roles of the Public, Students, and Colleges" (Michael L. Tierney); and "International Students in Comparative Perspective: Toward a Political Economy of International Study" (Y.G.-M. Lulat, Philip G. Altbach). (SW)

HE 018 904 ED 263 853
Stampen, Jacob O. Reeves, Roxanne W.
Coalitions in the Senates of the 96th and 97th
Congresses and Their Treatment of Student Aid.
Program Report 85-7.
Wisconsin Center for Education Research, Madi-

Spons Agency-National Inst. of Education (ED),

Washington, DC. Pub Date—Oct 85 Grant-NIE-G-81-0009

Note-53p.; For related documents, see HE 018 905-910.

905-910.

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— \*College Students, \*Federal Legislation, Higher Education, \*Legislators, Political Influences, Politics, \*Public Policy, \*Student Financial Aid, Voting
Identifiers— \*Congress 96th, \*Congress 97th
The structure of U.S. congressional support for college student financial aid during the 96th and 97th Congresses was assessed. Senators' roll call

votes on student aid legislation were analyzed, using factor and discriminant analysis. Using a content-free classification scheme, attention was directed to whether voting patterns were policy-determined, ideology-determined, or determined by other factors. The following questions were addressed: (1) whether relationships among given coalitions of senators were altered by changes in the political scene between the 96th and 97th Congresses; (2) whether senators present in both the 96th and 97th Congresses appeared in the same coalitions in each Senate; (3) whether constituent groups found individual senators within coalitions voting similarly in both Congresses; (4) whether coalition voting behaviors in both Congresses were distinguishable within and across policy dimensions; and (5) whether coalitions collaborate and/or compete to influence legislation. Constituency supvotes on student aid legislation were analyzed, using compete to influence legislation. Constituency sup port was measured by averaging lobbyists' ratings of individual senators across coalitions. A distinct pat-tern of four differentiated multi-issue Senate coalitions emerged that were closely associated with political parties, two with each party. (SW)

ED 263 854 HE 018 905 ED 203 854
Hansen, W. Lee And Others
The Impact of Student Earnings in Offsetting
"Unmet Need." Program Report 85-9.
Wisconsin Center for Education Research, Madi-

Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Oct 85

Grant-NIE-G-84-0008 Note—39p.; For related documents, see HE 018 904-910.

904-910.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— Dependents, \*Financial Needs,
Higher Education, \*Need Analysis (Student Firigher Education, "Need Analysis (Student Fi-nancial Aid), Parent Financial Contribution, State Colleges, Student Costs, "Student Employment, "Student Financial Aid, "Undergraduate Students, Work Study Programs Identifiers—Public Colleges, \*Unmet Student Fi-

nancial Needs

The amount of earnings by dependent college stu-dents with unmet financial need was assessed in 1983-1984, along with the extent to which student earnings reduce or eliminate unmet need. Aggregated data on imbalances among costs, resources gated data on imbalances among costs, resources (including expected parent contributions and stu-dent earnings), and financial aid were examined for full-time undergraduates. The data, which were ob-tained from the Public Higher Education Student tained from the Public Higher Education Student Aid Recipient Data Base, were weighted to reflect the number of aid recipients in public four-year in-stitutions. The analysis included four income cate-gories and distinguished between work-study earnings and earnings from other jobs. The findings show that the need-based financial aid system awarded relatively similar amounts of financial sid to students regardless of whether they augmented their resources through work. Students who did not their resources through work. Students who did not work displayed substantial unmet need: those who work displayed substantial unmet need; those who worked had enough resources to finance their college expenses. Five recommendations are offered, including increasing the appropriation for workstudy jobs, and incorporating actual or expected student earnings in the calculation of estimated financial need. (SW)

ED 263 855 HE 018 906

Hansen, W. Lee. And Others
The Implications of Redefining Independent Student Status, Program Report 85-10.
Wisconsin Center for Education Research, Madi-

son.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Oct 85
Grant—NIE-G-84-0008
Note—37p.; For related documents, see HE 018
904-910.

Pub Type— Reports - Research (143) EDRS Price - MP01/PC02 Plus Postage. Descriptors—\*Age, Change Strategies, \*College Students, \*Definitions, Dependents, \*Eligibility, Evaluation Criteria, Higher Education, \*Need Analysis (Student Financial Aid), \*Self Supporting Students
Identifiers—American Council on Education, Col-

legs Board changing the definition of independent student status on demand for student financial aid funds is assessed. The current definition of inde-

pendent students is based on: the amount of money received from parents, living separate from parents, and not being claimed as a dependent on the parents' federal income tax form. Two proposals that include an age criterion have been offered by the American Council on Education (ACE) and The College Board (CB). The effects of new definitions of independent students are investigated using 1982-1983 data from California's Student Expenses and Resources Survey and national data on the average dollar amounts of student financial aid awards. Attention is directed to: the impact of defin-ing all students age 22 and above as independent; additional ACE criteria for students under age 22; additional ACE criteris for students under age 22; CB criteria for defining who is independent in the age 22-25 group; and the CB stipulation of classify-ing all students age 26 and over as independent. The effects of the proposals on the numbers of indepen-dent and dependent students qualifying for financial aid are illustrated by focusing on all students receiv-ing need-based financial aid. The fiscal impact of these alternate definitions of independence is also projected. (SW)

ED 263 856
Stampen, Jacob O. Cabrera, Alberto F.
Is the Student Ald System Achieving Its Objectives? Evidence on Targeting and Attrition. Program Report 85-11.
Wisconsin Center for Education Research, Madi-

Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Oct 85

Grant-NIE-G-84-0008

fote—45p.; For related documents, see HE 018 904-910.

904-910.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Dependents, \*Federal Aid, Financial
Needs, Grants, Higher Education, Income, Longitudinal Studiets, National Surveys, Self Supporting Students, \*State Aid, \*State Colleges, State
Surveys, \*Student Attrition, \*Student Financial
Aid, Student Loan Programs, \*Undergraduate
Students Work Study Programs Students, Work Study Programs Identifiers—Public Colleges, \*University of Wis-

consin System

The equity and effectiveness of the student financial aid system are considered, as it applies to under-graduates attending public institutions. In addition to evaluating whether aid is targeted to students to evaluating whether aid is targeted to students with the greatest financial needs, attention is directed to the relationship between the receipt of different types of financial aid and dropout rates. One data source is cross-sectional data on 10,200 randomly selected records of aid recipients (weighted to represent national totals) from a sample of public colleges and universities. Information is provided on average awards to students in three need categories for various types of federal, state, and institutional awards. The analysis is supplemented by data on nonsided students from four state-based student surveys of resources and expenditures (i.e., Arizona, California, New York, and Wisconsin). Longitudinal data on a random sample of University of Wisconsin System freshmen provides information on aid utilization during the first 3 years of undergraduate study (1979-1981). The following categories of aid are assessed: grants only, loans only, work-study only, grants and loans, randomly selected records of aid recipients tottowing categories of aid are assessed: grants only, loans only, work-study only, grants and loans, grants and work-study, loans and work-study, and all three. The distribution of the various types of need-based aid to dependent and independent students and to students in four income groups is also

ED 263 857 HE 018 908

Hansen, W. La The Growth of Independent Students and the Incentive to Become Independent. Program Report 35-12. Wisconsin Center for Education Research, Madi-

Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Oct 85

Grant-NIE-G-84-0008

Note-28p.; For related documents, see HE 018 904-910.

Pub Type— Reports - Research (143) EDRS Price - MP01/PC02 Plus Postage. Descriptors—Age, "College Students, "Definitions, "Dependents, "Eligibility, Federal Aid, Higher Education, Longitudinal Studies, Nontraditional Students, Parent Financial Contribution, "Self

Supporting Students, State Standards, \*Student Financial Aid

Supporting Students, State Standards, "Student Financial Aid Identifiers—"Californis, Pell Grant Program, University of Wisconsin System Reasons for the increasing numbers of independent college students are considered, with attention to the provision for independent students in the Basic Educational Opportunity Grant (Pell) program. The availability of grants to independent students under age 22 with access to parental resources might take steps to gain independent status; and individuals over 25 who have not attended college might enter higher education. In classifying independent students, Californis examines the students students, Californis examines the students students in the current and 3 preceding years, in contrast to information on only the current and prior year that is used by the federal government to determine eligibility for Pell grants. The extent that enrolled students shift from dependent to independent status is gibility for Pell grants. The extent that enrouse sudents shift from dependent to independent status is assessed, based on data from the California Survey and Resources for of Student Expenditures and Resources for 1979-1983, and longitudinal data for freshmen entering the University of Wisconsin System in fall 1979. Based on the immed available evidence, it is concluded that the incentives for students under age 25 to change their status are not that substantial. Reasons for the growth of students over age 25 need to be explored. (SW)

ED 203 503
HE U18 909
Hansen, W. Lee Rhodes, Marilyn S.
Student Debt Crisis: Are Students Incurring Excessive Debt? Program Report 85-13.
Wisconsin Center for Education Research, Madi-

-National Inst. of Education (ED). Spons Agency-Washington, DC. Pub Date—Oct 85

Grant-NIE-G-84-0008

ote-31p.; For related documents, see HE 018

904-910.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— "College Students, Credit (Finance),
"Definitions, Dependents, Graduate Study,
Higher Education, Income, "Loan Repayment,
Private Colleges, Professional Education, "Solf Supporting Students, State Colleges, Student
Costs, "Student Loan Programs, Undergraduate Study
Identifiers—\*California, \*Debt (Financial)

Definitions of manageable college student debts are discussed and one definition is applied to California data, using the Student Expenses and Re-sources Survey. Definitions proposed by Daniere, Hartman, and Horch define manageable debt levels in terms of future income. A comparison of the three proposals shows the number of years of repay-ment required for accumulated debts of different amounts. For the analysis of California data, a man-ageable debt limit is defined as the maximum debt agreement is defined as the maximum debt that can be repaid within the standard 10-year re-payment period. Any debt in excess of \$14,000 is designated as excessive, although the present maxidesignated as excessive, although the present maximum borrowing allowed under the Guaranteed Student Loan (GSL) program is \$12,500. The analysis, which is restricted to seniors at four-year public and private colleges, considers average debt size, the distribution of debt size, borrowing patterns, and graduate and professional education debt. The data indicate that at most 3% of seniors with debt might on average experience repayment problems. The situation is most serious for independent students attending private colleges; perhaps as many as 9% of this group have unmanageable debts. However, slightly over half of students borrow and the average accumulated debt is well under half the GSL maxi-

Douma, Wallace H.

Ingroving the Student Financial Aid System to Provide Efficiency for Taxpayers. Program Re-port 85-14. Wisconsin Center for Education Research, Madi-

Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Daie—Oct 85 Grant—NIE-G-84-0008

Note-17p.; For related documents, see HE 018 904-909.

Pub Type— Opinion Papers (120) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Change Strategies, \*Cost Effective-

ness, "Eligibility, Federal Aid, Financial Aid Applicants, Government School Relationship, Grants, Higher Education, "Need Analysis (Student Financial Aid), Program Administration, "Student Financial Aid, "Student Losn Programs, Work Study Programs

Identifiers—College Work Study Program, Guaranteed Student Loan Program, National Direct Stu-

dent Loan Program

dent Loan Program
Ways to improve college student loans, workstudy, and grants programs are suggested, based on
the experience of the financial aid director at the
University of Wisconsin-Madison. It is recommended that emphasis be shifted from the Guaranteed Student Loan (GSL) Program to the National
Direct Student Loan (GSL) Program, which is
more cost-effective to taxpayers. In addition to increasing the appropriation for NDSL, nine other
recommendations are offered, including: keeping
the present needs test under the Uniform Methodolosy, and increasing the institutional match from 10. the present needs test under the Uniform Methodology, and increasing the institutional match from 10 to 20 percent. Eight changes for OSL are also suggested, such as: applying the present needs test system to all applicants, including those earning below \$30,000; and raising to 10 percent the interest rate borrowers pay after leaving school. Two ways to improve the College Work-Study program are to keep the Uniform Methodology to channel money to the neediest students, and to require schools to to the needlest students, and to require schools to contribute 25 instead of the present 20 percent. De-centralizing the Pell Grant program and a change in the distribution of Pell funds are advocated. Other considerations are addressed: appropriations for re-search on student financial aid, self-support rules, and financial aid for part-time students. (SW)

Pell Grant Validation Imposes Some Costs and Does Not Greatly Reduce Award Errors: New Strategies Are Needed. Report to the Honorable Paul Simon, United States Senset. Comptroller General of the U.S., Washington, D.C.

Report No.—GAO-PEMD-85-10 Pub Date—27 Sep 85

Note-177p. Available from-General Accounting Office, Docu-

Available from—General Accounting Office, Document Handling and Information Service Component, Box 6015, Gaithersburg, MD 20877 (free). Pub Type—Reports - Evaluative (142) EDRS Price - MF01/PC08 Plus Postage. Descriptors—\*Accountability, Case Studies, Change Strategies, College Students, Data Collection, Disclosure, \*Eligibility, \*Error Patterns, Federal Government, \*Financial Aid Applicants, Financial Policy, Grants, Higher Education, Information Needs, National Surveys, Program Costs, Program Evaluation, Public Policy, \*Student Financial Aid, Student Financial Aid Officers

Identifiers-\*Department of Education, \*Pell

Grant Program

Efforts of the U.S. Department of Education to Entorts of the U.S. Department or Education to verify data submitted by applicants to the Pell Grant program were analyzed by the General Accounting Office. The effects of carrying out the Department's policy or methodology, called "validation," on financial aid applicants and colleges were assessed. Costs of 1982-1983 validation on schools were eval-Costs of 1982-1983 validation on schools were evaluated through in-depth case studies of a representative sample of 12 schools. Additional analyses involved: a national mail survey of financial aid officers at a stratified random sample of 400 colleges; a mail survey of students at 3 types of schools selected from the 12 in the case studies; review of the Department's recent studies of Pell error; and interviews with federal officials and representatives of private groups. In 1982-1983 the Department increased to 1.66 million the number of applicants who must validate their eligibility. The estimated cost to colleges was less than 1 percent of the total Pell program, which provided \$2.4 billion in grants during the year. The Department's studies identify continuing problems with award accuracy and the error is sizable. Recommendations to improve the Department's policies and procedures are offered. Department's policies and procedures are offered. Appendices include information on the research design and methodology. (SW)

ED 263 861 HE 018 912 Johnson, F. Craig Christal, Melodie E. Preparing for Self-Study. Association for Institutional Research.

Pub Date-85

Note—9p. Available from—Association for Institutional Re-search, 314 Stone Building, Florida State Univer-

sity, Tallahassee, FL 32306.

Journal Cit—AIR Professional File; n22 Sum 1985
Pub Type— Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, \*College
Programs, \*Educational Resources, Evaluation
Methods, Higher Education, \*Information
Needs, \*Institutional Characteristics, \*Institutional Research, Program Evaluation, Resource
Allocation, \*Self Evaluation (Groups), Use Studies

Identifiers-Institutional Vitality

The way that a college can transform its periodic self-study process into an ongoing program is ad-dressed, with a focus on the contribution of the insti-tutional research office. Also considered are data elements that self-studies most often require and the way that data elements relate to judgments and in-terpretations made through the self-study. Three types of data elements are needed to describe the types of data elements are needed to describe the institution, its resources, and resource utilization. Institutional descriptors include: type of institution, institutional control, type of school calendar, accrediting agencies, level of degrees or certificates, formal full-time credit hour load, student charges, and programs offered. Resources most commonly the studies for the feet of the second programs of and programs offered. Resources most commonly assessed include faculty, facilities, equipment, col-lections, computers, finances, and students. An in-ventory of the most common data elements utilized to measure resources is provided. Several important measures describing resource utilization that relate to faculty, finances, and students are also listed. Specific indicators that provide facts about resources and help monitor changes are identified, including calculation formulas. Suggestions about how an institutional research office can support a self-study program are included, along with a list of references on self-study. (SW)

HE 018 913 ED 263 862

Douglas, Joel M., Ed.
"Market Forces/Market Equity": Provisions in

Faculty Contracts.
City Univ. of New York, N.Y. Bernard Baruch Coll.
National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date-Oct 85

Note—10p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 (\$4.00).

Journal Cit—Newsletter of the National Center for the Study of Collective Bargaining in Higher Eduthe Study of Collective Barganing in Higher Edu-cation and the Professions; v13 n4 Sep-Oct 1985. Pub Type—Collected Works - Serials (022) — Le-gal/Legislative/Regulatory Materials (090) — Reports - Research (143) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—\*Collective Bargaining, College Administration, \*College Faculty, \*Contracts, Employment Practices, Higher Education, \*Labor Market, Multicampus Colleges, Personnel Policy, Promotion (Occupational), Teacher Employment, Teacher Persistence, \*Teacher Salaries, \*Teacher S \*Unions

-AAUP Contracts, AFT Contracts,

Public Colleges
The impact of market forces on negotiated salary The impact of market forces on negotiated salary guides for the hiring and retention of faculty was investigated through a survey of the collective bargaining agreements of four-year institutions. While the vast majority of the 117 contracts surveyed were silent on this issue, 16 agreements contained provisions. Fifteen provided for specific programs, while one contract referred the question to a joint study committee. Of the 15 contracts, 14 utilized the concept of salary adjustments for the purposes of retaining faculty, while 7 used it for hiring new faculty. The positions of the union and the college administration are summarized, along with the negotiated response by unionized institutions. Applicable response by unionized institutions. Applicable clauses are presented from each of the 15 contracts of the following institutions. of the following institutions: California State Uniof the following institutions: California State University, Minnesota State University System, University of Minnesota, Vermont State Colleges, Delaware State College, University of Dubuque, Saginaw Valley State College, Ferris State College, Rider College, Boston University, Western Montana College, Eastern Montana College, University of Montana, and City University of New York.

HE 018 914 ED 263 863

Petry, John R. Historiography 1937-1945. hy and the Peabody Experience,

Pub Date-9 Nov 85

Pub Date—9 Nov 83 Note—22p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Atlanta, GA, November 9, 1985). Pub Type— Historical Materials (060) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, College Administration, College Faculty, College Libraries, Educational Finance, "Educational History,
"Educational Quality, "Financial Problems,
Higher Education, "Historiography, "Schools of
Education, "State Colleges
Identifiers—"George Peabody College for Teachers
TN, Institutional History
Problems that existed during the 1937-1945 era at
George Peabody College for Teachers were investigated, using a historiographical approach. In addition to a search of various kinds of records,
interviews were conducted with faculty, staff work-

interviews were conducted with faculty, staff work-ers, and administrators. The Delphi technique was ers, and administrators. The Delphi technique was used to isolate problems of an administrative nature, specifically those dealing with finance, curriculum, and faculty. The college's history was written from a conservative, traditional viewpoint. Little or no attention was given at the college to social issues, labor-management relations, the effect of war on national policies, the study of peace, women's rights, or integration. Peabody was primarily a place where the status quo was observed. Major financial problems during the era were: decreasing funds, faculty salaries, inadequate business procedures, aculty salaries, inadequate business procedures. problems during the era were: decreasing funds, faculty salaries, inadequate business procedures, and insufficient buildings and equipment. Two problems concerning faculty were identified: the quality of the faculty, and the faculty members' inadequate promotion of the purpose and objectives of the college. Major problems relating to the educational program concerned enrollment, departmental reorganization, and the quality of students' work. Two innovations were a conference on professional negotiations and the establishment of the Joint University Libraries system (SW) versity Libraries system. (SW)

HE 018 915

Zurhellen, Henry S. The Role of the Federal Government in Higher

Pub Date-Nov 85

Note—13p.; Paper presented at the Annual Meet-ing of the American Educational Studies Associa-

ing of the American Educational Studies Association (Atlanta, GA, November 9, 1985).
Pub Type—Historical Materials (060) — Opinion
Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—Educational History, Federal Aid,
"Federal Government, "Financial Support, "Government Role, "Government School Relationahip, "Higher Education, Private Colleges,
"Public Policy, State Colleges
The federal government's involvement in higher

Trubic Policy, State Colleges
The federal government's involvement in higher education is discussed, and the part that the national government has played in American history since colonial days is briefly traced. Four major points are made about developments before World War II: (1) the federal government exercised some role in higher education since the earliest days and has a nigher education since the earness capy, and has a constitutional right to act in this field; (2) the gov-ernment's activities have centered on meeting iden-tifiable national needs; (3) the accepted definition of such needs has been broadened over the years; and (4) federal activities have touched both public (state) and private (religious and secular) institu-tions. After World War II, important developments were: federal aid to provide returning veterans with education and training for civilian jobs; federal sup-port for basic research; aid directed to the construc-tion of campus buildings; programs giving tuition and subsistence aid to needy students, including work-study grants, direct grants, and student loans; programs to help upgrade the teaching skills of programs to help upgrade the teaching skills of teachers; and the integration of all-white state uni-versities. It is concluded that there is no clearly established commonly accepted set of goals for higher education, and therefore no effective federal role can be defined. (SW)

ED 263 865 HE 018 916 Brehman, George E. Jr.
Postgraduation Activities: All Degree Levels in Pennsylvania, 1983.

Pennsylvania State Dept. of Education, Harrisburg.

Bureau of Research and Evaluation. Pub Date-Aug 85

Pub Date—Aug 85
Note—385p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Bachelors Degrees, \*College Graduates, Comparative Analysis, \*Degrees (Academia) Demand Occupations, Doctoral Degrees ates, Comparative Analysis, \*Degrees (Academic), Demand Occupations, Doctoral Degrees, \*Education Work Relationship, \*Employment Patterns, Graduate Study, Graduate Surveys, Higher Education, Majors (Students), Masters Degrees, Occupational Surveys, Part Time Employment, Place of Residence, Private Colleges, Professional Education, State Colleges, Unemployment, Place of Residence, Place of Re

ployment Pennsylvania
Results of a survey of 1983 Pennsylvania college
graduates are presented. A total of 42,823 graduates of 127 Pennsylvania institutions were surveyed (about 71 percent of graduates at all degree levels). (about 71 percent of graduates at all degree levels). Statistical tables and narrative explanations cover graduates of the following programs: associate, baccalaureate, master's, doctoral, and first-professional. Attention is directed to proportions of graduates in each degree field and level that are: (1) employed in the field of preparation, (2) employed. employed in the ried of preparation, (2) employed in another field, (3) employed in Pennsylvania, (4) employed part-time, (5) unemployed, (6) in military service, (7) seeking an advanced degree, or (8) engaged in some other activities. Data and detailed analysis of selected degree disciplines at each level are included. Differences in postgraduation activities are also identified by institutional type: state colleges and universities, state-related, state-aided, colleges and universities, state-related, state-aided, private colleges, community colleges, and proprietary schools. Information on the sampling adequacy of the study group is included, along with definitions for each of the 50 two-digit level categories of the Classification of Instructional Programs code that have been used, for the first time, in this report, (SW)

ED 263 866 HE 018 918 Christoffel, Pamela Working Your Way through College: A New Look at an Old Idea.

College Entrance Examination Board, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Oct 85

Note-43p. Available from College Entrance Examination Board, 1717 Massachusetts Avenue, N.W., Suite 404, Washington, DC 20036.

Pub Type— Reports - Research (143) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Planning, \*College Students,
\*Cooperative Education, Educational Innovation, \*Federal Programs, Financial Problems, Higher Education, Improvement Programs, \*State Programs, Statewide Planning, \*Student Employ-ment, Student Financial Aid, \*Work Study

Identifiers—\*College Work Study Program, Department of Education, State Student Incentive Grants

The potential for expanding job opportunities for college students to help cover expenses and provide valuable experiences was evaluated, based on an informal survey of federal, state, and institutional work-study programs. The focus is on recent innovations and possibilities for improvement. The U.S. Department of Education administers two programs supporting work-study opportunities, College Work-Study (CWS) and Cooperative Education. There is also a proposal to add a work-study option under the State Student Incentive Grant program. At the federal level, it is unclear how well the existing CWS program works and who benefits from it. The main issues now facing cooperative education is its survival as a federal program. At the state level, The potential for expanding job opportunities for ing CWS program works and who benefits from it. The main issues now facing cooperative education is its survival as a federal program. At the state level, there is evidence of innovative ideas for improving work-study programs, 17 states have implemented work-study programs, and 15 more have them under consideration. While at some schools, students do routine campus jobs, some colleges help students set up franchises to provide goods and services to other college students. Many colleges are trying to improve the quality of student jobs. In addition to data on federal and state programs, information is provided on the status of state plans for work-study provided on the status of state plans for work-study programs as of September 1985. (SW)

Hansen, Janet S. Wolfe, Mark L.
Student Loan Guarantee Agencies and Their Flnancing. A Working Paper.
College Entrance Examination Board, Washington,
D.C.

D.C.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Sep 85
Note—31p.
Available from—College Entrance Examination
Board, 1717 Massachusetts Avenue, N.W., Suite
404, Washington, DC 20036.
Pub Type—Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage, PC Not Avail-able from EDRS.

Descriptors—Federal Aid, \*Federal State Relation-ship, \*Financial Policy, Financial Services, Higher Education, Insurance, \*Loan Repayment, Money Management, Policy Formation, Program Administration, \*Program Costs, Public Policy, \*State Agencies, Student Financial Aid, \*Student Loan Programs.

Loan Programs
Identifiers—State Guarantee Agencies
Guarantee agencies and their financing are discussed in order to increase awareness of their role and to provide information for policy decisions. Information is provided on: the history of the Guaranteed Student Loan (GSL) program, sources and uses of funds by state guarantee agencies for fiscal years (FY) 1982 and 1984, federal advances repaid and (FY) 1982 and 1984, federal advances repaid and outstanding for FY 1984, federal reinsurance of guarantee agency loan defaults, agency insurance premium policies by state, and reserves by state. It is concluded that some federal subsidies can probably be withdrawn without creating undue difficulties for state guarantee agencies, though other cutbacks would be more problematical. It is suggested that federal advance funds could be recalled if transition or alternative arrangements were made for a few or alternative arrangements were made for a few (mostly new) agencies that could demonstrate real hardship from the loss of these funds. The loss of hardship from the loss of these funds. The loss of daministrative cost allowances, however, especially if coupled with the recalling of advances, would cre-ate financial problems for many agencies. These problems would be exacerbated if other aspects of GSL, such as reinsurance, were also subject to revi-sion. Several steps are suggested that might enhance the chances of finding federal cost savings without crippling the crucial functions performed by guaran-tee agencies in the student loan program. (SW)

ED 263 868 HE 018 920

Levy-Reiner, Sherry, Ed.
Collaborative Learning.
Association of American Colleges, Washington, DC

Pub Date-Dec 85

Note—19p.

Available from—Association of American Colleges,
1818 R Street, N.W., Washington, DC 20009 (\$3.00).

Journal Cit-Forum for Liberal Education; v8 n2 Nov-Dec 1985

Pub Type— Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive

(141) EDRS Price - MF01 Plus Postage. PC Not Avail-

Programs, Higher Education, Learning Experience, Peer Relationship, \*Peer Teaching, Program Descriptions, Research Projects, Student Evaluation of Teacher Performance, \*Student Participation, \*Student Research, \*Teacher Student Relationship, Teamwell, Teacher Student Research, \*Teacher Student Relationship, Teamwell, \*Teacher Student Research, \*Teacher Student Research,

tion of Teacher Performance, \*Student Participation, \*Student Research, \*Teacher Student
Relationship, Teamwork
Identifiers—Alverno College WI, City University of
New York Queens College, \*Collaborative Learning, DePauw University IN, Dickinson College
PA, Pace University NY, State University of New
York Stony Brook, Tufts University MA, University of Delaware, University VA
Descriptions of 10 college programs involving
Collaborative learning are presented, along with Karen T. Romer's cassay, "Collaboration: New Forms
of Learning, New Ways of Thinking." The cassay
identifies various kinds of collaborative models. The
following programs and schools are described: the
senior psychology seminar (Alverno College); student assistance in teaching freshman composition
(City University of New York, Queens College);
collaborative research partnerships between undergraduates and faculty (University of Delaware); the
Student Observer Program that provides feedback
to faculty (DePauw University); student paraprofes-

sionals working in programs, including tutorial and academic enrichment programs (Dickinson College); collaboration through structured learning experiences, including students helping students (University of Minnesota at Morris); sharing ethical concerns (Dyson College Society of Fellows at Pace University); Federated Learning Communities and linking of the disciplines (State University of New York Stony Brook); the Experimental College (Tufts University); and student research in anthropology (Washington and Lee University). An annotated bibliography of resources is included. (SW)

An Inventory of Academic Degree Programs in South Carolina, Eleventh Edition, Fall 1985, South Carolina Commission on Higher Education,

Columbia Pub Date-85

-176p.; Supersedes ED 253 164. Type-Reference Materials - Directories/Cat-

Pub Type—Reference Materials - Directories/Cat-aloga (132)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Academic Education, "College Pro-grams, Higher Education, "Private Colleges, "State Colleges, State Surveys, "Technical Insti-tutes, "Two Year Colleges ("South Carolina An inventory of academic degree programs in South Carolina is presented to aid institutional and states; it is planners and others who want to identify

South Carolina is presented to aid institutional and statewide planners and others who want to identify institutions offering as specific program. A first section lists academic programs and indicates the schools offering each program. A second section listing public and private colleges identifies the degree programs offered by each. The programs are arranged according to the National Center for Education Statistics (NCES) Classification of Instructional Programs. The NCES taxonomy codes for tional Programs. The NCES taxonomy codes for tonial rrogram are included, along with the type of each program are included, along with the type of degree/certificate awarded. The institutions in the guide are also listed by type: public senior colleges and universities, four-year campuses of the Univer-sity of South Carolina, private senior colleges and universities, two-year campuses of the University of South Carolina, two-year colleges, and technical

HE 018 923

Andersen, Charles J.
Conditions Affecting College and University Fi-nancial Strength. Higher Education Panel Re-port Number 63.
American Council on Education, Washington, D.C.
Higher Education Panel.

Higher Education Panel.

Spons Agency—Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Oct 85
Contract—NSF-SRS-8117037

Contract—NSF-SRS-8117037
Note—43p.
Available from—American Council on Education,
Higher Education Panel, One Dupont Circle,
Suite 800, Washington, DC 20036.
Pub Type—Numerical/Quantitative Data (110)—
Reports - Research (143)—Tests/Questionnaires
(160)

(160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Administration, Endowment Funds, Earollment Trends, \*Financial Policy, Financial Problems, Financial Support, \*fligher Education, Long Range Planning, \*Money Management, Private Colleges, Program Evaluation, Questionnaires, \*School Funds, School Surveys, State Colleges, Tuttion Identifiers—\*Financial Indicators, \*Institutional Virality.

Identifiers—\*Financial Indicators, \*Institutional Vitality
Conditions affecting the financial status of colleges and universities during 1980-1984 were investigated, with a focus on self-help in the form of management practices and strategies. Question-naires were completed by approximately 370 institutions belonging to the Higher Education Panel. The data were weighted to represent the national population of colleges and universities, excluding research universities. The findings indicate that during the 4 wears, one-third of the nation's colleges research universities. The monings indicate that:
during the 4 years, one-third of the nation's colleges
and universities experienced significant increases in
full-time enrollment, while one-fifth had significant
declines; significant increases in net tuition were
reported by nearly three out of five institutions; only one-quarter, mostly private institutions, reported significant increases in endowment earnings; revenue shortfalls were experienced by nearly half the sample; 80 percent of the public institutions with

revenue shortfalls listed reduced external funding as a reason, while 70 percent of the private institutions listed enrollment drops as a reason; long-range planning, program review, and cash management were used by about three-quarters of the nation's institutions; and use of a central contingency fund was used by half of the sample. Detailed statistical tables, the questions are tacknicked. bles, the questionnaire, and technical notes are appended. (SW)

## IR

ED 263 871 IR 011 822

Lavin, Richard
Technology Applications in Basic Skills (TABS),
Year One Report-1984.
Merrimack Education Center, Chelmsford, Mass. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement. Pub Date—1 Jan 85
Note—179p.; For related document, see IR 011

823

823.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Basic Skills, Case Studies, \*Computer Literacy, \*Curriculum Development, Curriculum Evaluation, \*Educational Technology, \*Federal Programs, Formative Evaluation, \*Instructional Improvement, Instructional Innovation, Junior High Schools, Learning Modules, \*Microcomputers, Models Identifiers—Computer Uses in Education This report presents the design, organization, and

This report presents the design, organization, and findings of a federally funded project implemented in three Northeastern Massachusetts towns (Burlington, Lunenburg, and Tewksbury), which demon ington, Lunenburg, and Tewksbury), which demonstrated the application of computer technology to school improvement, specifically in the areas of writing, problem solving, and research/study skills in grades 6 through 8. Project purposes are given, as well as reasons for the study, which was designed to address these specific problems: purchase of computer hardware without adequate instructional systems design; introduction of microcomputers and plans for computer literacy instruction with minimal lans for computer literacy instruction with minimal plans for computer literacy instruction with minimal attention paid to present subject matter curriculum; little staff instruction on how to integrate the microcomputer into the existing curriculum or how the technology might alter the curriculum, and lack of systematic methods for courseware evaluation. The project background and setting are described, as well as a list of findings from the first year. Compowen as a list or indings from the first year. Components of the project design are given, including a rationale for the project, project needs, the program development model, the assumptions for the conceptual approach, and the flexibility of the instructional program. Program implementation in each of the three school sites is described, with particular attention given to specific information on technology and the curriculum; hardware, software and other materials; and staff development and training. The report's concluding sections include descrip-tions of project assistance, project organization and management, and evaluation methods for determining the success of the program implementation. The latter half of the report presents a six-page bibliography and 10 appendices, which include learning module formats, a summary of hardware and soft-ware, teacher development college course descriptions, teacher computer skills inventory, and lists of program and behavioral objectives. (JB)

ED 263 872

ED 263 8/2
Technology Applications in Basic Skills (TABS).
Year One Report-1984. Executive Summary.
Merrimack Education Center, Chelmsford, Mass.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC. Center
for Libraries and Education Improvement. Pub Date-1 Jan 85

Identifiers-Computer Uses in Education This executive summary presents information on the design rationale, project coordination, and find-

ings for the first year of the Technology Applications in Basic Skills project (TAES), which was administered by the Merrimack Education Center and ministered by the Merrimack Education Center and designed to implement programs that use the computer and related technologies to increase student competencies in the basic skills areas of writing, problem solving, and enearch ferrous skills areas of writing. competencies in the basic skills areas of writing, problem solving, and research/study skills in grades 6 through 8. The issues addressed in the first year of the project are presented in this report, which describes: how the project was planned and implemented by the Merrimack Education Center with the staff from three school sites in Burlington, Lunenburg, and Tewksbury, Massachuetts; how a program development model was chosen: the major program development model was chosen; the major elements of the project design; year one activities; and resulting curriculum changes in each of the three school sites. Ten major findings from year one are listed, and it is concluded that the existing basic skills curriculum often is not configured to make maximum utilization of technology, and that staff uncertainty about the new technologies leads to ini-tial confusion about staffmember roles, lack of focus in the curriculum target area, and negative percepin the curriculum target area, and negative perceptions about lack of incentives and burdens of time. It is suggested that teachers need to broaden their view and perspecitive of technology in the curriculum and create new contexts for the skills development that is necessary to make appropriate and meaningful uses of technology in the schools. (JB)

ED 263 873

IR 011 857

Steil, Toni L. Tutorials for Software: A Comparison of the Ap-pleworks Software Tutorial with Pre-Entered Data and an Experimental Tutorial with User Entered Date

Entered Data.

Pub Date—Apr 85

Note—22p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18-21, 1985).

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160) — Speeches/Meeting Pa-

Questionnaires (100) — Specialist actions are pers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors— Computer Assisted Instruction, 

"Computer Software, Educational Strategies, 
Higher Education, "Man Machine Systems, "Minimum Minimum Minimum Machine Systems, "Minimum rugner Education, "Man Machine Systems, "Mi-crocomputers, Questionnaires, Statistical Signifi-cance, Student Attitudes, Teaching Methods Identifiers—Appleworks Software Tutorial, In-structional Effectiveness, "Spreadsheets, "Tuto-

riai Mode
A study was devised, using 20 undergraduate students chosen at random from an introductory psychology course, to measure the teaching
effectiveness of two computer tutorials oriented to the spreadsheet portion of Appleworks. The first tutorial provided a data disk with pre-entered data for the user to manipulate, but no error correction information; the second, which included error cormateriation; the second, which includes error cor-rection information, required users to set up a spreadsheet format using a given example, then to enser their own data, and finally to manipulate the data using the program functions. Tutorials were evaluated on four dependent variables: (1) measure of time taken to use them; (2) user satisfaction ratings taken from questionnaires; (3) errors made as measured after completion of the tutorial; and (4) requests for assistance from the experimenter. Results indicate a significantly higher rating for use of the experimental tutorial, which required the user to the experimental futorial, which required the user to enter the data, over the manufacturer's tutorial with its data disk; comparable time was spent on task measurements, although subsequent errors were more frequent during the use of the manufacturer's tutorial; and those utilizing the manufacturer's tutorial required more assistance from the experimenter than did the experimental group, suggesting that the experimental tutorial provided clearer instructions. The software tutorial questionnaire and scoring criteria are appended. (JB)

ED 263 874

IR 011 858

Spirey, Patsy M.

The Effects of Computer-Assisted Instruction on Student Achievement in Addition and Subtraction at First Grade Level.

Pub Date—Mar 85

Pub Date—Mar 85
Note—40p.; Requirements for the degree of Educational Specialist, Augusta College. Document lacks appendices. Best copy available.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, \*Addition, Computer Assisted Instruction, Computer Software, \*Conventional Instruction, Elementary

School Mathematics, Hypothesis Testing, \*Intermode Differences, \*Mathematics Achievement, \*Mathematics Instruction, Mathematics Skills, Microcomputers, Primary Education, Statistical Significance, \*Subtraction, Tables (Data) Identifiers—\*Computer Games

This study was conducted to determine whether the traditional classroom approach to instruction involving the addition and subtraction of number facts (digits 0-6) is more or less effective than the facts (digits 0-6) is more or less effective than the traditional classroom approach plus a commer-cially-prepared computer game. A pretest-posttest control group design was used with two groups of first grade students-N=15 for the experimental group and N=14 for the control group-and their relative gains in achievement were compared. The computer game used by the experimental group in addition to regular classroom instruction was Alli-gator Mix, which is designed to help students in-crease their skills in both adding and subtracting numbers 0-9 by feeding alligators in the swamp. Since the game has the ability to establish increasingly more difficult levels for mastery, atudents are required to memorize and recall the number facts without stopping to determine the answers. The study lasted 20 school days and a t-test was used to measure the significance of difference between the mean gains of the two groups. Six data tables display the findings of the study, and conclusions indicate there were no significant differences between the exercisental and control group in meshametical experimental and control group in mathematical gains involving the addition and subtraction of numgains involving the addition and subtraction of num-ber facts; however, both groups did show significant gain. Recommendations for future study and a list of 32 references complete the document. (JB)

ED 263 875

TR 011 850

Anderson, Gary C.
The Application of Computers in Liberal Arts
Instruction, A Computer Literacy Faculty Development Project. Hamline Univ., St. Paul, Minn.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date-Aug 85

Pub Date—Aug 85
Note—62p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—\*College Faculty, \*Computer Literacy, Computer Software, \*Faculty Development,
Higher Education, Inservice Teacher Education,
\*Liberal Arts, Microcomputers, Peer Teaching,
Program Descriptions, Teacher Improvement
| Identifiers. \*Computer Uses in Education, Hamp.

Program Descriptions, Teacher Improvement Identifiers—"Computer Uses in Education, Hamline University MN
In January 1983, Hamline University received a grant from the Exxon Corporation for a computer literacy faculty development project which involved three main activities: faculty workshops, faculty development projects, and hardware/software/courseware acquisitions. A series of four faculty workshops were offered during the 2-year grant period; most presenters were the recipients of Exxon workshops were cheered uting the 2-year grant per-iod; most presenters were the recipients of Exxon grant stipends for faculty development projects, but some other knowledgeable faculty also made presome other knowledgeane faculty and made pre-sentations. The last two workshops provided an op-portunity for "hands-on" computer experiences on a variety of available computer systems. Approxi-mately half of the grant monies funded 16 faculty members in a variety of academic fields (science and members in a variety of academic fields (science and non-science) for projects designed with the objec-tives of developing faculty (and hence, student) awareness, skill, and knowledge in the application of computers in the classroom. A description of each of these 16 projects, including necessary hardware and software, is provided. (JB)

Clark, Richard E. Leonard, Stuart Computer Research Confounding. Spons Agency—University of Southern California,

Los Angeles. Pub Date—31 Mar 85

Pub Date—31 Mar 35 Note—27p; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985). Research made possible by a grant from the EDUCARE Faculty Research Projects Com-mittee of the University of Southern California.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors — Academic Achievement, 
puter Assisted Instruction Conventional Instruction

Delib. (Practica) Instruction tion, Drills (Practice), Instructional Innovation, Instructional

mode Differences, Meta Analysis, Research Design, \*Research Needs, \*Research Problems, Tables (Data), Teaching Methods, \*Validity Identifiers—\*Instructional Effectiveness
The suspected sources of confounding in current

The suspected sources of confounding in current meta-analytic studies of computer based instructions (CBI) are uncontrolled effects of instructional method and/or the John Henry Effect (i.e., compensatory rivalry). To determine which confounding is most plausible, a random 30% sample of the 128 studies which formed the original Kulik meta-analyses for primary, secondary, and college levels was selected for a deacriptive review. Evidence from reviewer coding of study features strongly suggests that the achievement gains found in CBI studies are actually due to the uncontrolled but robust instructional methods employed in these treatments. Cautions are offered for those who wish to implement CBI in schools and for research design, and it is suggested that the achievement gains to implement CBI in schools and for research de-sign, and it is suggested that the achievement gains attributed to the computer mode of delivery are probably due instead to the instructional methods employed in their software, and these methods could probably be delivered by a teacher. A list of references and appendices with data tables com-plete the document. (Author/JB)

ED 263 877 IR 011 861

ED 263 877

Zacharias, Margaret King Mathis, Claude
Computer Searches of the Literature in Higher
Education.

Pub Date—Apr 85

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

1985).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP91/PC01 Plus Postage.
Descriptors—Databases, Higher Education, "Literature Reviews, "Online Searching, Research Methodology, "Research Tools, Search Strategies, Social Science Research, "User Satisfaction (Information)

As part of a comprehensive review and analysis of research about the division of labor in higher educa tion, a university library computer system was used to search the ERIC Index, Sociological Abstracts, and Psychological Abstracts. The purpose of these experimental searches was to determine whether online access to computer half access to computer hal experimental searches was to determine whether online access to computer-held social science data would improve the breadth and quality of literature available for analysis. Each database was restricted to the years 1968-80 and the English language. Fi-nal output resulted in 39 citations from Psychological Ostrocks, 45 from ERIC, and 176 Sociological Abstracts; however, few were actually relevant to the research problem. Attempts to clarify the re-search problem by specifying such individual theoretical perspectives as self-concept and role theory did produce useful references within each theoreti-cal perspective. Although computer methods for lit-erature reviews can help researchers utilize large amounts of primary source material, professional networks of scholars must remain responsible for the organization of knowledge and address such is-sues as criteria for inclusion in databases, what retrieval methods are best, who will pay for online services, and how such services should be managed.

ED 263 878 IR 011 863 ED 205 8/8
Gleason, Gerald T. Reed, Timothy
Computers in the Schools: How Will Educators
Cope with the Revolution?
Pub Date—Apr 85

Note—Apr 85 Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Associa-tion (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF61/FC01 Plus Postage.
Descriptors—Academic Achievement, \*Adoption (Ideas), Change Strategies, Educational Change, Futures (of Society), Instructional Innovation, Interviews, \*Microcomputers, \*Organizational Change, Research Methodology, School Districts, School Surveys, \*Use Studies Identifiers—\*Computer Uses in Education, Wisconsin

A study was implemented to conduct a long-range observation and analysis of the process by which computers are channeled into educational practice. Data collection involved a structured interview with knowledgeable representatives of 35 school districts in Wisconsin. Participating schools were selected

randomly and stratified by size. Questions in the interview focused on the status of a district's computer activity to date, including: types of hardware and software available, inservice training activities, district policy statements, and roles of school boards and parent-citizen groups. Results indicate all districts but one utilized computers during 1982-83; the number of computers available ranged from one in a small district to 232 in a large district. When analyzed on a computer stander train, there were in a small district to 232 in a large district. When analyzed on a computer/student ratio, there was a range of 1/28 to 1/412, and a mean ratio of 1/156; Apple is the overwhelming choice of schools; and most computers were located either in classrooms (83%), the library (51%), or a computer laboratory (54%): virtually all districts reported multiple placement. Only 10 of 35 school boards had taken any official action concerning computers in their system; however, 80% of the districts had provided inservice training activities during 1982-83. Lack of funds was most often cited as a limitation to implementation efforts and few school districts had any hard data on student home access to computers. A summarry, recommendations, and references complete the document. (JB)

ED 263 879 IR 011 864

ED 263 879 IR 011 864
Lotan, Rachel A.
Conceptual Understanding and Implementation
Facets of Educational Technology.
Pub Date—Apr 85
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4,

1985)

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, \*Change Agents, \*Cognitive Processes, Comprehension, Correlation,
Educational Technology, Elementary Education,
Hypothesis Testing, Inservice Teacher Education,
\*Instructional Innovation, \*Knowledge Level,
Teacher Improvement, \*Teacher Role, Teaching
Methods, \*Technological Literacy
This naper focuses on the importance and the sig-

This paper focuses on the importance and the significance of the teacher's mastery of an abstract body of knowledge that underlies an educational innovation. Concepts and principles from organizational sociology are applied in order to investigate the relationship between teacher's mastery of this body of knowledge and the process of implementation of the innovation on the one hand, and the relationship between mastery and implementation outcomes on the other. Theoretical propositions of the study are illustrated by a secondary analysis of data gathered by the Program of Complex Instruction at Stanford University's School of Education. A connection is made between the improvement of thinking skills and problem-solving ability utilizing a theoretical model of a program, Finding Out. Implementation of this activity-based bilingual math and science program features a complex instruc-This paper focuses on the importance and the sigplementation of this activity-based bilingual math and science program features a complex instructional approach based on theories and research in the disciplines of cognitive psychology, sociology, and social-psychology. During the academic year 1982/83, Finding Out was implemented in 15 class-rooms from 10 schools within three school districts in the San Jose, California, area. Approximately 390 second, third, fourth, and fifth graders participated in the program, which was presented by teachers who had attended a 2-week workshop. The workshop introduced them to the theoretical framework and rationale of Finding Out and gave them the opportunity to practice teaching the program. Data are presented on teachers' scores on Index of Mastery, Index of Non-Routine Behaviors in Finding Out, and Index of Effectiveness, and four case studies are presented to illustrate some of the variables ies are presented to illustrate some of the variables involved. (JB)

ED 263 880 IR 011 865 Kulik, James A.

cies in Findings on Computer-Based Edu-

Pub Date—Apr 85 Note—13p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type Analyse (150) pe— Opinion Papers (120) — Information yees (070) — Speeches/Meeting Papers

(130) EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Computer Assisted Instruction, Elementary Secondary Education, Higher Education, Instructional Innovation, \*Media Research,

\*Meta Analysis, \*Research Design, Research Needs, Research Reports, \*Student Attitudes Identifiers—\*Instructional Effectiveness

Identifiers—\*Instructional Effectiveness
Separate meta-analyses have been completed recently on the effectiveness of computer-based education (CBE) in elementary schools, high schools,
colleges, and nontraditional postsecondary institutions. Several conclusions can be drawn from these
meta-analyses. First, although CBA has not been
uniformly successful in all its guises and at all instructional levels, most CBE programs have had the
following positive effects on students: students have
learned never and retained more in courses records. following positive effects on students: students have learned more and retained more in courses providing assistance from computers; students learned their lessons in less instructional time and liked their classes more when they received computer help; and students developed positive attitudes towards computers when they received help from them in school. Second, results of CBE vary as a function of the properties of the properties of the properties. school. Second, results of CBE vary as a function of the evaluation design used to measure CBE effec-tiveness; and third, study outcomes also vary as a function of the type of publication in which the results are found. Since CBE generally has positive effects on student learning, future programs of im-plementation and development should be encour-aged. Research is needed, however, to determine the factors that produce differences in the results of studies reported in journals and in dissertations, and difference in the results of studies using difference differences in the results of studies using different research designs. (Author/JB)

ED 263 881 TR 011 867 Streibel, Michael J.

A Critical Analysis of Computer-Based Approaches to Education: Drill-and-Practice, Tutoriais, and Programming/Simulations.

Pub Date—Apr 85
Note—65p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4,

1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Computer Assisted Instruction,
\*Computer Simulation, \*Computer Software,
\*Drills (Practice), Futures (of Society), Man Machine Systems, Mastery Learning, Problem Solving, \*Programed Tutoring, Programing, Teaching Methods

Methods

Identifiers-\*Computer Uses in Education, \*Tutorial Mode

Three major approaches to the use of computers Three major approaches to the use of computers in education are examined, serious limitations of each are presented, and questions are raised as to the efficacy of technologolizing education. The drill and practice approach is shown to embody a deterministic, behavioral technology that turns learning into a systematically-designed and quality-controlled form of work. Computerized tutorial programs are shown to extend the behavioral and technological approach to learning sage souther by grams are shown to extend the behavioral and technological approach to learning even further by shaping interactions via an external agent's intentions in order to maximize the learner's performance gains. Most seriously, computerized tutorial interactions pre-empt the personal intellectual agency and ultimately inner-directed learning. Finally, the use of computers is shown to limit the learner's mental landscape to objective, quantitative, and procedural tools. A list of references completes the document. (IR) pletes the document. (JB)

ED 263 882 IR 011 868

Turner, Alan
Data Supporting Creation of Office of Communications Management.
New York State Senate, Albany. Senate Education

Commutee.
Pub Date—[85]
Note—[64p; Annexes L (press releases) and M
(state maps) have been removed due to poor reproducibility.

producibility.

Pub Type – Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Centralization, Computers, Educational Technology, Futures (of Society), Information Networks, Rural Environment, \*State Programs, \*Statewide Planning, \*Telecommunications, Telephone Communications Systems Identifiers—\*New York, \*Telecommunications Policy

Policy
Designed to support the formation of a New York
State Office of Communications Management, this
document contains official recommendations, cost
justifications, public hearing testimonies, and gov-

ernment documents which address the need for a statewide control of telecommunications. A year-long, 12-step plan for implementation of a State Office of Communications Management and two reports—"Telecommunications in New York State: Background and Educational Capacities" (Gregory M. Benson, Jr., Carol Ann Stiglmeier, and Peter F. Stoll) and "Electronic Highways: The New Roads Needed for Excellence in the Empire State" (Gregory M. Bessen, 1988). The New Roads Needed for Excellence in the Empire State" (Gregory M. Benson, Jr.)—are presented as the first 2 of the 13 annexes that make up the document. The remaining annexes provide supporting data as follows: (1) Letter of Support from AT&T; (2) Actual Bill (Cost of Communications); (3) Summary Report on Public Hearings on Emergency Communications in New York State; (4) An Example of Concerns of Counties; (5) NYNEX Press Release "SUNYNET"; (6) Examples of Other States' Solutions for Communications Problems; (7) Examples of Why Bill Is Needed; (8) A Preliminary Review of Satellite-Based Education; (9) Special Problems in Telecommunications in Rural America; (10) Press Releases Concerned with the Problem; and (11) Ex-Releases Concerned with the Problem; and amples of Redundancy (state maps). (JB)

ED 263 883 IR 011 869 Winn, Bill And Others
Designing Computer Graphics: An Experiment in
the Graphic Enhancement of Audio Telecon

ferencing.

Pub Date—Apr 85

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4,

Pub Type—Reports - Research (143) — Speecnes/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Graphics, Computer Software, \*Distance Education, Foreign Countries, High Education, Instructional Design, \*Instructional Innovation, Instructional Instructional Innovation, Instructional I righer Education, Instructional Design, "instruc-tional Development, Instructional Innovation, In-structional Material Evaluation, "Student Attitudes, Teaching Methods, "Teleconferencing,

Videotex
Identifiers—Alberta (Calgary), \*Instructional Effectiveness, \*Telidon System
Two distance education courses presented via teleconferencing by the University of Calgary were redesigned to include graphic support utilizing Canda's Telidon videotex system. Data were gathered on both the instructional effectiveness of and stuon both the instructional effectiveness of and student responses to the graphics. While the evaluation pointed out a number of features that needed to be modified in the system, it also revealed aspects of a computer graphic that make it effective. This report provides a brief overview of instructional graphics, describes the Calgary experience with Telidon page design, and looks at ways in which instructional graphics can be used to control various aspects of instruction. Conclusions indicate that the Telidon instruction. Conclusions instruction that it endon system lends itself well to the presentation of simplified graphic materials for illustrations, cueing, and structures, and that the use of such graphics to control the flow of instructional activities is very effective. Although limitations imposed by text size tive. Atthough imitations imposed by text size when the monitor is used with groups of students would make more complex and detailed graphics illegible at the present time, future developments leading to more sophisticated computer graphics systems will allow more complex animation and screen resolution in the future. A list of references

ED 263 884

Van Dusseldorp, Ralph, Ed.

Education — Microcomputers, Classrooms, and Children. Proceedings of the Annual Statewide Conference of Alaska Association for Computers in Education (4th, Anchorage, Alaska, April 4-6, IR 011 870

Alaska Association for Computers in Education,

Pub Date-Apr 85

completes the document. (JB)

Note—195p.
Available from—Alaska Association for Computers in Education, P.O. Box 4-652, Anchorage, AK

99502 (\$10.00).

Pub Type— Collected Works - Proceedings (021) —
Guides - Non-Classroom (055) — Reports - De-

Guiges - Non-Lessaroom (1937 — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage,
Descriptors—Computer Assisted Instruction, Computer Literacy, Computer Software, Conference
Proceedings, Elementary Secondary Education,
Instructional Material Evaluation, \*Microcom-

puters, \*Programing, Programing Languages Identifiers—\*Alaska, \*Computer Uses in Education These proceedings include 31 papers presented at the 1985 conference of the Alaska Association for Computers in Education. Generally oriented toward the use of microcomputers in elementary and secondary schools, papers deal with both administrative and instructional microcomputer applications. Topics addressed include: microcomputer literacy models, distance education, trends and issues in Logo, computer assisted curriculum development, software copyrights, integrating computer software into the regular school curriculum, PLATO and EDNET, developing courseware to meet the needs of native Alaskans, writing with Quill, Apple Logo projects, use of a microcomputer controlled videodics player with mentally handicapped students, and sex differences in computer involvement. (JB)

IR 011 871 Edy 265 665
Smorodin, Ted And Others
Educational Computing in New Jersey: A Resource
Guide. PTM 400.06.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education. Pub Date-Apr 84

Pub Date—Apr 84
Note—67p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC93 Plus Pastage.
Descriptors—°Computer Assisted Instruction, °Computer Software, Databases, Directories, °Educational Resources, Elementary Secondary Education, Evaluation Methods, °Inservice Teacher Education, Instructional Innovation, °Microcomputers, Online Systems, Organizations (Groups), Periodicals, Resource Materials, State Denartments of Education, Worksheets, State Denartments of Education, Worksheets State Departments of Education, Worksheets Sentifiers—\*Computer Uses in Education, \*New Identifiers-

Identifiers—"Computer Uses in Education, "New Jersey, Software Evaluation, Vendors This guide is designed to help both novices and "sophisticates" in educational computing to gather the information and materials they need to plan, implement, and evaluate computer-based school programs. Starting with a glossary of technical terms and ending with an extensive bibliography, the guide gives information about the major periodicals in the field, lists a number of evaluation tools for both software and hardware, and provides information about the state contract vendors of microcomputing equipment and aupolies. Other sections list tion about the state contract vendors of microcom-puting equipment and supplies. Other sections list the names and addresses of resource people in the state, including county, regional, and central office staff; user groups; school district cooperatives; insti-tutions that offer inservice training; and suggested course outlines for those districts that prefer to conduct their own inservice programs. Another major section contains the names, addresses, and telephone numbers of all major-and many minor-producers of microcomputing equipment and supplies; the current listing contains almost 200 manufacturthe current listing contains almost 200 manufacturers. Designed to serve as a "Yellow Pages" for educators looking for information about microcomputing in school settings, this guide will be kept up to date by the publication of changes in NewsCLIPS, the newsletter of the New Jersey Educational Technology Unit. Additions and changes solicited from the users of the guide will be published in the same manner. (JB)

IR 011 872

ED 253 536 IR 011 872
Morgan, James M.
Educational Technology in Ohio School Districts:
A Report of Survey Results.
Cincinnati Public Schools, Ohio.
Spons Agency—Ohio State Dept. of Education, Co-

Pub Date—83

Note—85 Numerical/Quantitative Data (110) — Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

(160)

EDRS Price - MF01/PC04 Plus Postags.
Descriptors—"Computer Assisted Instruction,
"Educational Television, Instructional Innovation, "Microcomputers, "Program Implementation, Questionnaires, School Districts, School
Surveys, Staff Development, "State Surveys, Staff
dent States Surveys, Staff Development, "State Surveys, Staff
dentifiers—"Computer Uses in Education, "Ohio
To gain some perspective on the current interest
in and use of educational technology, the Ohio Department of Education awarded a grant to the Ciscinnati Public Schools to conduct a survey on the

uses of new technologies in school districts throughout the state. The results of that survey are summarized in this report by the following topics:
computer-assisted instruction, computer-managed
instruction, computer-based learning, student academic records, student non-academic records, cable
and broadcast television, video technology, microcomputers by school level, microcomputer funding, microcomputer brands, purchase policies, staff,
raning, sources of training, program organization,
and mainframe computers. Data tables illustrate
problems and benefits associated with the use of
educational technology, and a 20-item summary
presents the major findings of the survey. Five appendices present data for survey responses by type
of district, size of district, district per pupil expenditure, and joint vocational school results, and provide
the survey questionnaire. Also included are references for computer-assisted instruction, computerbased learning, and program development and
implementation. (JB)

EAS 263 887 IR 011 873
White, Mary Alice
An Educated View of Technology.
Pub Date—21 Mar 85
Note—14p.; Paper presented to the Board of Regents of New York State (Albany, NY, March 21, 1985).

1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—Change Strategies, "Educational
Change, Educational Innovation, Electronic
Equipment, Elementary Secondary Education,
"Futures (of Society), Perceptual Development,
"Technological Advancement, "Technological
Literacy, "Visual Literacy, Visual Perception
Expreducation to respond to the new technologies

"Technological Advancement, "Technological Literacy, "Visual Iteracy, Visual Perception For education to respond to the new technologies that offer tools for mind expansion, the concept of information itself must be redefined. Instruction via electronic sources is a very different way of learning than instruction by print: electronic instruction is highly interactive, under the user's control, and full of imagery. Imagery is the language of the information age, and students should be trained to decode images and comprehend them. The basic skills needed for the information age will include the ability to evaluate the quality of information, and the ability to comprehend imagery. If schools do not reconceptualize themselves as institutions that are being transformed by the information technologies, they will lose their position as the major educators within our society and their place will be usurped by museums, libraries, shopping centers, and offices. Schools need to educate as though the technological revolution were the most important change in learning since the printing press, which indeed it may be.

IR 011 874

ED 263 888 IR 011 874
Kulik, Chen-Lin C. And Others
Effectiveness of Computer-Based Adult Education.
Pub Date—Mar 85
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For a related document, see IR 011 876.
Pub Type—Information Analyses (070) — Reports
- Research (143) — Speeches/Meeting Papers

(150)
EDRS Price - MF01/PC02 Plus Postags.
Descriptors—Academic Achievement, \*Adult Education, Adult Programs, \*Adult Students, \*Computer Assisted Instruction, Literature Reviews, \*Meta Analysis, Microcomputers, Student Attitudes, Teaching Methods
Identifiers—\*Instructional Effectiveness
Thismatch analysis reprocedured in this review is

Identifiers—"Instructional Effectiveness

The meta-analytic approach used in this review is similar to that described by Glass et al. (1981), whose approach requires a reviewer to locate and code studies of an issue, to code study outcomes on a common scale, and to use statistical methods to relate study features to outcomes. The studies considered for use in this meta-analysis came from three sources: references in Orlansky and String's (1979) review of findings on computer effectiveness in military training; a computer search of two data bases, Comprehensive Dissertation Abstracts and ERIC; and branching from the bibliographies in documents located through these computer searches. The procedure yielded 24 studies that met basic criteria for inclusion in the study pool. The instructional outcome measured most often was student learning, as indicated on achievement examinations given at the end of the program of

instruction. Findings indicate that computer based education (CBE) usually has positive effects on the adult learner: CBE raised the examination scores of such students by 0.42 standard deviations in the average study. Two study features appeared to be related to the size of achievement effect reported in the studies: type of CBE and publication source for the studies. However, reliable conclusions cannot be reached about long-term cognitive effects of CBE because of the small number of studies in this area. (Author (IB))

IR 011 875

ED 263 889

IR 011 875

Le. Jo Ann Hopkins, Lisa

The Effects of Training on Computerized Aptitude

Test Performance and Anxiety.

Pub Date—Mar 85

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 21-24, 1985).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Covariance, "Aptitude Tests, College Students, "Computer Assisted Testing, Higher Education, "Microcomputers, "Performance Factors, Questionnaires, Student Attitudes, "Test Anxiety, Test Construction Identifiers—Paper and Pencil Tests

Subjects for an investigation of the effects of training with a computer and past computer experience on the computerized aptitude test performance of college students were 92 undergraduates at the University of North Carolina at Charlotte, who participated in a test study utilizing six Apple III-microcomputers. The study was conducted to determine whether: (1) computerized test performance would be significantly lewered by increasing the amount of training with the computer prior to testing; and (2) increasing the amount of training with the computer prior to testing; and (2) increasing the amount of training with the computer very level occurring with a paper-and-pencil test. Test performance was measured by the number-correct score on an arithmetic reasoning test. Results indicate that neither training immediately before testing nor past computer experience appear to significantly affect computerized test performance or indicate that neither training immediately before testing nor past computer experience appear to significantly affect computerized test performance or the concomitant anxiety level. The mean paperand-pencil test score was higher than the mean computerized acore, however, and it is suggested that differences between pencil-and-paper and computerized test performance may be the result of human error and deficiencies of the computer software. A list of references completes the document. (JB)

IR 011 876 Kulik, Chen-Lin C. Kulik, James A.

Effectiveness of Computer-Based Education in Col-

Pub Date-Mar 85

Pub Date—Mar 33

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1935). Tables 2 and 4 contain small print. For a related document, see IR 011 874.

Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers

Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Academic Achievement, \*College Students, \*Computer Assisted Instruction, Instructions, Individualized Instruction, Instructional Innovation, Literature Reviews, \*Meta Analysis, Online Systems, Research Methodology, Student Attitudes, Teaching Methods, Time Factors (Learning)
Identifiers—\*Instructional Effectiveness
The 101 computer-based education (CBE) studies considered for use in this meta-analysis came from three major sources: references in an earlier meta-analytic review of CBE at the college level (J. Kulik, et al., 1980); a computer search of the Comprehensive Dissertation Abstracts and ERIC databases; and utilization of the bibliographies contained within the documents located through reviews and computer searches. The instructional outcome measured most often in the 101 studies was student learning as indicated on achievement examinations given at the end of a program of instruction. Some additional outcome variables measured included: performance on a follow-up or retention examination at a later date; attitudes toward computers; course completion; and amount of time

meeded for instruction. Findings indicate that computer-based education usually has positive effects on college students (CBE raised student examination scores by 0.26 standard deviations in the average study); CBE effects were somewhat lower in unpublished studies than they were in published reports; CBE effects were also somewhat lower in the hard, nonlife sciences than in the social and life sciences and education; CBE produced small but positive changes in student attitudes toward instruction and computers; and CBE also reduced substantially the amount of time needed for instruction. A 12-page reference list and 4 tables complete the document. (Author/JB)

ED 263 891 IR 011 877

Haven, Robert N.
Instructional Software, 1984: Trends and State of e Art.

Pub Date—Apr 85 Note—26p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985).

1985).
Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MF0L/PC02 Plus Postage.
Descriptors—\*Classification, \*Courseware, Educational Trends, Elementary Secondary Education, Graphs, Higher Education, Instructional Material Evaluation, \*Intellectual Disciplines, \*Microcomputers, Tables (Data)
Identifiers—Products Liability, \*Software Evaluation

tion
This paper summarizes the state of instructional software being produced by commercial sources in the United States as of late 1984, and reports some of the trends which led up to that state. After a brief background synopsis and description of the procedure used to obtain information, the document discusses such topics as: amount of software available, exhibited to the control of the software available, which software the service of the the ser cusses such topics as: amount of software available, subject areas for which software was produced, growth of available software by subject, trends in the production of new software, grade levels of software, classification of program types, software quality, and trends in software quality. Based on the results of the study, the conclusion identifies four main weaknesses and four impressive strengths of the instructional software field. Four data tables and 10 graphs illustrate the paper's findings; a bibliography and computer glossary complete the document. (JB)

ED 263 892 IR 011 878

Impacts on Organizational Structure and Power,
Pub Date—May 85
Note—27n. Page 1

Pub Date—May 85

Note—27p.; Paper presented at the Annual Convention of the International Communication Association (Honolulu, HI, May 23-27, 1985).
Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Organization, \*Adoption (Ideas), \*Automation, Efficiency, Information Needs, Information Networks, Information Networks, Information Services, Man Machine Systems, Office Machines, \*Office Management, \*Organizational Change, Power Structure, \*Technological Advancement, Telecommunications, \*Work Environment

Identifiers-\*Office Automation

This paper reviews the work environment sur-rounding integrated office systems, synthesizes the known effects of automated office technologies, and discusses their impact on work efficiency in office environments. Particular attention is given to the effect of automated technologies on networks, workflow/processes, and organizational structure and power. Emphasis is given to structural changes due to the introduction of newer information technologies in organizations, expecially the impact due to the introduction of newer information technologies in organizations, especially the impact upon the average organization's middle ranks, which have shrunk drastically with the adoption of new methods of communication and information processing. Research projects are listed by author(s) and date together with a brief statement of the work efficiency impacts found by each study, and conclusions suggest that organizations do not achieve and maintain effectiveness by technology alone. It is recommended that integrated information technology be applied creatively to change the way organizations carry out their activities and use technology to their own competitive advantage. A list of references to their own competitive advantage. A list of references completes the document. (JB)

ED 263 893 IR 011 879

ED 263 893

Nave, Gary Zembrosky-Barkin, Futti Interactive Video in General and Special Educa-tion: A Development Manual.

International Council for Computers in Education, Eugene, Oreg.; Oregon Univ., Eugene. Rehabili-tation Research and Training Center in Mental

Retardation.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Report No.—ISBN-0-924667-25-7
Pub Date—85
Grant—G008302264

Grant—G008302264
Note—749.
Available from—International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies, \$10.00 each; quantity discounts available).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Pestage. PC Not Avail-

able from EDRS. able from EDRS.

Descriptors—"Computer Assisted Instruction, Computer Simulation, Computer Software, Drills (Practice), "Instructional Design, Instructional Development, "Microcomputers, "Production Techniques, Programed Tutoring, Secondary Education, Special Education, "Videodise Recordings, "Video Equipment, Videotape Cassettes Identifiers—Instructional Effectiveness, "Interactive Video Story Rearts."

tive Video, Story Boards

tive Video, Story Boards
Designed to encourage and aid educators in developing interactive video software, this guide is an outgrowth of an interactive video research and demonstration project at the University of Oregon.
Known as Project LIVE (Learning through Interactive Video Education), the objectives of the program were to: (1) develop interactive video courseware for secondary-aged handicapped learners, and (2) research the effectiveness of this instructional technology in relation to their learning performance. Section 1 of the manual provides an overview of Section 1 of the manual provides an overview of interactive video and its various educational appli-cations by explaining the hardware needed to opercations by explaining the hardware needed to oper-ate such a system. Six instructional formats available to the instructional developer are then dis-cussed: tutorial, simulation, drill and practice, edu-cational games, guided presentations, and assessment. Designed for those who are interested in developing interactive video courseware, Section 2 presents 17 steps found to be important in the development process, and groups these steps into four broad development areas—instructional design, widen production, computer production and convideo production, computer production, and cour-seware finalization. A list of references completes the document. (JB)

IR 011 880

Hoelscher, Karen J. The Microcomputer-Pub Date—Aug 84 ter-A Problem Solving Tool.

The Microcomputer—A Problem Solving Tool. Pub Date—Aug 84 Note—20p., Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984). Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cognitive Processes, \*Computer Assisted Instruction, \*Courseware, Critical Thinking, \*Futures (of Society), Intermediate Grades, Junior High Schools, Learning Strategies, Man Machine Systems, \*Microcomputers, \*Problem Solving, Teaching Methods
Designed to assist teachers in using the microcomputer as a tool to teach problem solving strategies, this document is divided into two sections: the first introduces the concept of problem solving as a thinking process, and suggests means by which a teacher can become an effective guide for the learning of problem solving skills; the second describes a courseware package developed by the Minnesota Educational Computing Consortium (MECC) which is designed to teach problem solving techniques to middle school and junior high school students. Entitled Problem Solving Strategies, the courseware consists of one diskette for the Apple II microcomputer and a 75-page support manual consining hackground information on the content, incourseware consists of the transfer of the representation on the content, instructions for classroom use, reproducible student structions for classroom use, reproducible student handouts to accompany each program, and ideas for extending the strategies taught. Twelve figures are included to illustrate the flow of one program contained within the courseware and a 17-item bibliography completes the paper. (JB)

ED 263 895 Akiyama, Takashiro

IR 011 881

tesearch on School Television in Japa 1953-1983, Japan Broadcasting Corp., Tokyo. Radio and Tele-vision Culture Research Inst.

Pub Date-83

Note-77p.; For related documents, see IR 011 882-883.

882-883,
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Distance
Education, Educational Researchers, "Educational Television, Elementary Secondary Education, Foreign Countries, Futures (of Society,
History, "Research and Development, School
Surveys, Teaching Methods, "Television Research, Use Studies, Video Equipment, Videotape
Recordina.

search, Use Studies, Video Equipment, Videotape Recordings
Identifiers—Japan
Published on the occasion of the 30th anniversary of the school television broadcasting industry in Japan, this document reviews and summarizes the results of past research on the Japanese school television system and considers its future direction. After a brief introduction, the document is divided into six sections: (1) a prehistory of school television broadcasting; (2) a 30-year history of research on the audience for school television broadcasting; (3) research on the methods of utilization of school television broadcasting; (4) experimental research on research on the methods of utilization of school tele-vision broadcasting; (4) experimental research on the composition of school television programs; (5) research on school broadcasting conducted and re-ported by classroom teachers; and (6) recent trends in research on school broadcasting. Reference is made to specific studies, most of which can be cate-gorized as theoretical research, fact-finding surveys, or experimental research. A 32-item bibliography completes the document. (JB)

ED 263 896 IR 011 882
Akiyama, Takashiro Kodaira, Sachiko Imaizumi
The Role of Educational Broadcasts in Japanese

Japan Broadcasting Corp., Tokyo. Radio and Tele-vision Culture Research Inst.

Pub Date-84 Note-51p.; For related documents, see IR 011 881-883.

881-883.

Pub Type— Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Pestage.

Descriptors—Educational Innovation, \*Educational Radio, \*Educational Television, Elementary Secondary Education, Foreign Countries, History, National Surveys, Programing (Broadcast), Teaching Methods, \*Television Research, Use Studies, \*Video Equipment, Videotape Recordings

Use Studies, Video Equipment, Videotape Recordings
Identifiers—"Japan
School broadcasting has a relatively long history
in Japan. Radio programs intended for school use
were inaugurated by NHK (Japan Broadcasting
Corporation) in 1935, and school television broadcasting began in 1953. As of April 1983, the NHK
sends 13 hours and 50 minutes of radio programs
and 33 hours and 50 minutes of television programs
per week, which are aimed at various levels of students from kindergarten through senior high. Approximately 22,500 (or 90%) of primary schools use
at least some of NHK's school broadcasts. One of
the changes in educational broadcasting in schools
in the past 10 years has been the diffusion of videotape recorders (VTRs), and the increase in use of
recorded programs. Many schools are now setting
up VTR tape libraries for school use. This paper
introduces the history of educational broadcasting
in schools, and discusses current problems of school introduces the instory or educational oroaccasting in schools, and discusses current problems of school broadcast utilization based on results from various research and studies, including nationwide annual surveys of the utilization of school broadcasting since 1950. (Author/JB)

ED 263 897 IR 011 88
Akiyama, Takashiro
Teletext and TV Programs for the Deaf and Hard
of Hearing in Japan.
Pub Date—84 IR 011 883

Note-24p.; For related documents, see IR 011 881-882 Journal Cit-Studies of Broadcasting; n20 p17-38

1984

Pub Type— Reports - Descriptive (144),
Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, \*Deaf Interpreting, \*Educational Television, Foreign Countries, \*Hearing Impairments, \*Japanese,

Production Techniques, Programing (Broadcast), \*Sign Language, Video Equipment, \*Videotex Identifiers—"Japan Teletext broadcasting in the Japanese Language

Teletent broadcasting in the Japanese Language was begun in 1983 by the NHK (Japanese Broadcasting Corporation). It adopts the Pattern Transmission Method, since over 3,000 Chinese characters, in addition to the 46 Katakana and 46 Hiragana syllabaries, are necessary to write sentences in Japanese. Currently, the teletext programs consist of news, weather, information, and subtitles for drams serials. The deaf and the hard-of-hearing, whose estimated number in Japan is three million. whose estimated number in Japan is three million, are a target audience for teletext services. Three problems in delivering services for the deaf include: problems in delivering services for the deal include:
physical conditions for the display of characters on
the television screen, the wording of subtitles to
make them appropriate to the linguistic ability of
hearing-impaired persons, and the effective expression of nonverbal information imparted by sound
effects and music via subtitles. Plans for the future
include transmission of more information, production of hard copy for viewers, and an increase in the variety of captioned programs. (Author/JB)

Hannah, Larry
Simulation Game: Senate Committee Hearing on
Software Copyright Laws.
Pub Date—85

TR 011 884

Pub Date—85
Note—50p.
Available from—International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/P012 Plus Postage.
Descriptors—\*Computer Software, \*Copyrights, \*Educational Games, Federal Regulation, Legal Responsibility, \*Role Playing, Secondary Education, \*Simulation
| \*Simulation | Hentifers—\*Software, Copyrights

tion, "Simulation Identifiers—"Software Copying Designed to simulate a Senate committee hearing on software copyright laws, this role-playing game exposes students to a wide variety of viewpoints exposes students to a wine variety of viewpoints about software copying, including piracy. The game is structured to bring out as many points of view as possible; the goal of the simulation is exposure to these various points, not the final committee vote. Each of the lobbying groups has been given a list of Each of the lobbying groups has been given a list of arguments supporting its position on the proposed legislation. It will be the task of opposing groups to point out any fallacious information these groups present. The game is intended to be played over three days: activities on Day 1 introduce the game and the topic of software copying. Roles are then described and assigned, and the players are given time to prepare for their roles. Day 2 is devoted to restiment by the lobbying groups and questions. testimony by the lobbyist groups and questions by the senators. Day 3 begins with rebuttal testimony the senators. Day 3 organs with reductal testimony by the lobbying groups and the senators' questioning. After a recess, the voting is conducted and reporters read their news stories to the group. The simulation concludes with a review of the game conducted by the instructor. (JB)

ED 263 899 IR 011 885

ED 263 899

IR 011 885
Swoops, Karen Johnson, Carole Schulte
Students' Perceptions of Interest in Uning Computers: Boys, Girls or Both?
Pub Date—Apr 85
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). 1985).

Pub Type—Reports - Research (143) — Sj Meeting Papers (150) EDRS Price - MF01/PC01 Plus Pestage. - Reports - Research (143) - Speeches/-

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—Analysis of Variance, Computer Literacy, Elementary Secondary Education, Graphs, "Interest Inventories, "Microcomputers, Sex Bias, "Sex Differences, Sex Stereotypes, "Student Attitudes, "Student Interests, Surveys
Two studies were conducted of students in grades 1-12 in Washington state to determine how children at various grade levels perceived males' and females' interest in using computers. A 45-tiem instrument

at various grade levels perceived males' and females' interest in using computers. A 46-item instrument was field tested using 124 students from three small school districts whose administrators had volunteered to participate. Four sections of an undergraduate educational psychology class also responded to the questionnaire. The interest questionnaire was then administered to 375 students in grades 1, 3, 5, 7, 9, and 11. Results indicated that, although chidren in the lower grades perceived computers as of interest to both sexes, this patiern underwent a re-

versal among seventh and ninth grade subjects. To follow up this observation, a second study was done and a revised instrument was administered to a minand a revised instrument was administered to a minimum of two classrooms each in grades 1, 3, 5, 7, 9, and 11 in a medium-sized school district. Those results indicated that first graders rated interest in computers significantly higher than students at all other grade levels, and the majority of both boys and girls see boys as having a higher degree of computer interest than girls. Data tables and graphs illustrate the findings. (JB)

ED 263 900 IR 011 887

ED 263 900 IR 011 887 Russ-Eft, Darlene F. Use of the New Technologies in Training in Business and Industry. Pub Date—Apr 85 Note—19p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985)

Opinion Papers (120) - Speeches/ Pub Type

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/2'C01 Plus Postage.
Descriptors—\*Computer Assisted Instruction,
Computer Simulation, Employee Attitudes, \*Industrial Training, Instructional Design, \*Instructional Systems, Management Development, Man
Machine Systems, Microcomputers, Technological Literacy, \*Training Methods
For this discussion, new technologies are defined
as specially designed training systems based on microcomputers that incorporate high resolution color
displays, special input devices for responses, laser
videodiscs for storage of stimulus materials, and
hard disk storage for programs and responses. Such videodiscs for storage of stimulus materials, and hard disk storage for programs and responses. Such systems have several advantages over existing training options in business and industry—e.g., reduced time needed for training—and more effective, individualized instruction results from utilizing computer based training. In addition, the computer can track, analyze, and present results quickly and meaningfully. Computer simulations provide the opportunity to present trainees with experiences that go beyond those available through textbook materials and classroom settings. However, three materials and classroom settings. However, three major issues should be considered when introducing major issues should be considered which is new technologies into industrial training programs: the needs of those who will be using the system, the and reactions of trainees, and the attitudes and reactions of the trainer. A list of references completes the paper. (JB)

ED 263 901 TR 011 888

Penrod, James I., Ed.

Penrod, James L. Ed.
The Computer Challenge. [Proceedings of the
Summer Institute for Computer Literacy
(Mailbu, California, June 20-24, 1982).]
Pepperdine Univ., Malibu, Calif.
Pub Date—83

Note-130p.; Funded in part by the Sperry Corpo-Available from-Pepperdine University, Malibu,

CA 90265.

CA 9/205.
Pub Type—Collected Works - Proceedings (021) —
Opinion Papers (120) — Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Nut Available from EDRS.

able from EDRS.

Descriptors—"College Administration, "Computer Literacy, Computer Simulation, Educational Planning, Higher Education, "Information Systems, "Microcomputers, "Technological Literacy, Telecommunications

Identifiers—"Computer Uses in Education, Electronic Mail Penserding University CA.

Telecommunications Identifiers—"Computer Uses in Education, Electronic Mail, Pepperdine University CA
The Summer Institute of Computer Literacy, held at Pepperdine University in 1982, dealt with the uses of computing in higher education administration. These proceedings contain papers from presenters at the Institute. Every presentation paper authored by the presenter on the same topic. The papers include: (1) "Computer Literacy: How Do Universities and Colleges Prepare?" (Arthur Luehrmann); (2) "A Technical Introduction to Computing in Higher Education" (Charles R. Thomas); (4) "Modeling and Simulation" (Daniel A. Updegrove); (5) "The Automated Office" (Samuel J. Kalow); (6) "Planning for Integrated Campus Information Systems" (John W. McCredie); (7) "Data Base Management Systems" (John F. McManus); (9) "Decision Support Systems" (Larry N. Craft); (10) "Social, Ethical, and Legal Issues of

Computing" (Kenneth H. York); (11) "A Telecommunications Survey" (Paul S. Heller); (12) "The Commitment of Pepperdine University to Computer Literacy" (Howard A White); and (13) "The University Computer Challenge" (Fean-Jacques Servan-Schreiber). The concluding chapter, "Synopsis of an Institute" (James I. Penrod) contains a capsule report of the primary points of each presentation as given during the institute. (JB)

IR 011 889 ED 263 902
Computing Knows No Borders. Proceedings of the Joint Conference of the Association for Educational Data Systems and the Educational Computing Organization of Ontario (Toronto, Ontario, Canada, April 21-26, 1985).
Association for Educational Data Systems, Washington, D.C.; Educational Computing Organization of Ontario, Toronto.
Report No.—ISBN-0-9692016-0-5
Pub Date—85
Note—3578.

Pub Date—85 Note—357, Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - General (140) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Computer Assisted Instruction,

"Computer Literacy, "Computer Software, Conference Proceedings, Elementary Secondary Education,

"Microcomputers, Programing,
"Programing Languages, "Special Education,
Technological Advancement
Identifiers—"Computer Uses in Education, Logo

Technological Advancement
Identifiers—\*Computer Uses in Education, Logo
Programing Language
The 88 papers included in this publication are
organized into seven groupings used as themes in
the conference, "Computing Knows No Borders."
The topics are: Administration (12 papers); Computer Studies (13 papers); Educational Tools (10
papers); Logo (7 papers); Software (9 papers); Special Education (8 papers); and Teaching (16 papers).
An eighth group under the heading "Other" includes 13 papers which cut across several of the
other themes and therefore deserved more general
recognition. An author index is provided. (JB)

ED 263 903

Copyright and Technological Change. Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Eighth Congress, First Session on Copyright and Technological Change (July 20 and 21, 1963).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date-85

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date—85
Note—559p.; Portions in small print.

Pub Type— Legal/Legislative/Regulatory Materials (990) — Opinion Papers (120)
EDRS Price - MF02/PC23 Plus Postage.

Descriptors—\*Copyrights, \*Federal Legislation, Futures (of Society), Hearings, Legal Problems, Legal Responsibility, \*Technological Advancement, Telecommunications
Identifiers—Congress 98th, Copyright Law 1976
This hearing addressed three major issues: How should copyright law respond to technological change? Should copyright law accommodate changes initiated outside the law, or attempt to delay change by preserving existing rights? and How should the legal dividing lines be drawn between the sometimes competing demands of consumer and proprietor? Statements and testimony from the following individuals and organizations are presented:
(1) John F. Banzhaf, III, professor of law, George Washington University Law School; (2) Joseph F. Coates, president, J. F. Coates, Inc.; (3) Benjamin M. Compaine, executive director, Program on Information Resources Policy, Harvard University; (4) David Lange, professor of law, Duke University; School of Law; (5) Frederick Weingarten, programmanager, Communication and Information Technologies Program, Office of Technology Assessment; (6) Edward M. Cramer, president, Broadcast Music, Inc.; (7) Roy N. Freed; (8) Arthur J. Levine; and (9) Richard H. Stern. Four appendices include materials from the Congressional Copyright and Technology susessment study on intellectual property rights in the age of electronics and information; reprints of six articles; and judicial decisions and legislative materials. (JB)

International Satellite Issues: The Roles of the Executive Branch and FCC. Hearing before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Report No.—Serial-99-5.

Pub Date—3 Apr 85

Note—250p.

Pub Type— Legal/Legislative/Regulatory Materials (990) — Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Communications Satellites, Federal Legislation, Futures (of Society), Government Role, Hearings, Information Services, \*International Relations, \*Policy Formation, \*Public Agencies, Technological Advancement

Formation, "Public Agencies, Technological Advancement Identifiers—Congress 99th, "Intelsat This hearing addressed the general topic of the role of the Federal Communications Commission (FCC) in establishing U.S. policy toward new international communications satellite systems. Statements presented by the following people are included: (1) Mark S. Fowler, Chairman, Federal Communications Commission; (2) David J. Markey, Assistant Secretary for Communications and Information, Department of Commerce; and (3) William J. Schneider, Under Secretary of State for Security Assistance, Science, and Technology, Department of State. Materials submitted for the record include: (1) Commerce Department: letter, dated April 16, 1985 from Kenneth Robinson to Donald Watt re documents bearing on the matter of Intelsat pricing policy; (2) State Department: views of the Department of State on "Plexibility to Compete: Intelsat in an Era of Separate Systems," and a position paper, "Intelsat Legal Opinion concerning the Determination of Intelsat Space Segment Utilization Charges," (3) Telecommunications, Consumer Protection, and Finance Subcommittee: "Competition in International Transmission Facilities," article by Representative James T. Broyhill; notice of inquiry and proposed rulemaking from the Federal Communications Commission; remarks by Timothy Wirth before the American Enterprise Institute on March 5, 1985; and "A White Paper on New International Satellite Systems," a paper by the Departments of State and Commerce. (JB)

ED 263 905 IR 011 893 Bangert-Drowns, Robert L.
Mets-Analysis of Findings on Computer-Based
Education with Precollege Students.
Pub Date—85

iote—8p.; Paper presented at the Annual Meeting of the American Educational Research Associa-tion (69th, Chicago, IL, March 31-April 4, 1985). Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers

Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Computer Assisted Instruction, \*Conventional Instruction, Elementary Secondary Education, Instructional Innovation, \*Intermode Differences, Literature Reviews, \*Meta Analysis, Microcomputers, \*Student Attitudes, Teaching Methods, Use Studies Identifiers—\*Instructional Effectiveness A quantitative or meta-analytic review was conducted of studies comparing computer-based education (CBE) to conventional instruction in precollege classrooms. Seventy-four studies were included in the review; sources included earlier reviews by Hartley, Burns, and authors from the University of Michigan, and the ERIC and Comprehensive Dissertation Abstracts databases. Remaining studies were found through bibliographic references in the collected articles and reviews. It was found that the average effect of computer-based instruction was to increase student test performance from the 50th to the 63rd percentile. Effects were most consistently high for computer-assisted instruction (drill and practice, tutoring) followed by computer-managed instruction and computer-enriched instruction; effects were also higher in published than in unpublished studies. In addition, CBE positively influenced student attitudes toward the course content and the computer. A list of references completes the document. (Author/JB)

ED 263 906 IR Rand, David Kimball, Richard L. A Programming Contest for Grades 4-12. IR 011 895 Pub Date—84 Note—22p. Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) EDRS Price - MF01/PC01 Plus Postage.

BORS Price - MP01/PC01 Plus Postage.

Descriptors—\*Competition, Computer Literacy,

\*Computer Software, Elementary Secondary Education, Microcomputers, \*Problem Sets, \*Programing, Programing Languages, Success
Identifiers—BASIC Programing Language, \*Contests, \*Debugging (Computers)
In April of 1984 the Aroostook (Maine) Computer Educators, in conjunction with the University
of Maine at Presque Isle, conducted a computer
programming contest for country students in grades
4-12. This document describes the structure of that
contest, including grade level groupings (4-6, 7-9,
and 10-12); rules for team membership; the schedule for the contest; and the three major events: the
programming challenges, debugging contest, and
the individual entries. Comments on the contest are
also included. The major part of the document conthe individual entries. Comments on the contest are also included. The major part of the document con-sists of the appendices, which list the three sets of programming challenges used in the contest by grade level. (JB)

1983-1984 Statewide Computer Survey. Final Re-

port. outh Carolina State Dept. of Education, Columbia.

South Carolina State Dept. of Education, Columbia. Pub Date—Sep 84
Note—47p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— \*Computer Literacy, Computer Software, \*Elementary School Teachers, Elementary Secondary Education, Graphs, \*Microcomputers, Questionnaires, \*School Districts, School Surveys \*Scondary Education, State Su veys, \*Secondary School Districts, School Surveys, \*Secondary School Teachers, State Surveys, \*Supervisors, Tables (Data), Use Studies Identifiers—\*Computer Uses in Education, South

"Supervisors, Tables (Data), Use Studies Identifiers—"Computer Uses in Education, South Carolina
To establish base line information on microcomputers and their use for K-12 schools in South Carolina, the State Office of Instructional Technology of the Department of Education conducted a survey of individual schools and school districts. Two different forms were used for the survey, one requiring the principal's signature, and one requiring the superintendent's signature, and subject areas and instructions were designed to determine the need for computer assistance and training, types of software and languages utilized, and subject areas and instructional modes for which computers were being used. A total of 1,112 school and 92 district forms were received for a 98% and 100% response rate respectively. The survey showed that: (1) school district administrators and school principals agreed on the need to highlight classroom uses and teaching techniques as the top priority for computer services from the Department of Education; (2) district staff educators were rated as 40% computer literate, while certified school faculty were rated as 14% computer literate; (3) the combined total of school district and school expenditures for computer hardware and software from 1979-84 was \$9,325,561, of which 89% was expended for hardware and 11% for software; and (4) the most used software in both district offices and schools was commercially written. Survey questions and findings, including data tables, are also included. (JB)

ED 263 908 TR 011 897

Rojax, Alicia M. When to Adapt Materials and When to Initiate Fresh Instructional Development. Pub Date—22 Apr 85

Pub Date—22 Apr 85
Note—12p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (Chicago, IL, April 21-26, 1985).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PCD1 Plus Postage.
Descriptors—Academic Achievement, Adults, Comparative Analysis, \*Cross Cultural Studies, Developing Nations, \*Evaluation Methods, \*Formative Evaluation, \*Instructional Development, Instructional Material Evaluation, \*Media Adaptation, Problem Solving, Professional Personnel, \*Student Attitudes Identifiers—Brazil, United States

Identifiers—Brazil, United States

A study was conducted to examine the procedures and requirements of a formative evaluation when it carried out for instructional materials that have en designed for a U.S. target audience, but which

also have potential use by a population of another country, e.g., Brazil. The study concentrated on determining whether different formative evaluation procedures should be implemented, and, if so, identifying possible additional procedures to be carried out during available. Two sample populations were out during evaluation. Two sample populations were used in the study: 49 U.S. and 49 Brazilian learners who were professionals in similar areas of expertise who were professionals in aimilar areas of expertise and training. The two groups were given an instructional module on problem solving which was produced in two languages, Portuguese and English. This performance on the module which contained a pretest, a postiest and an attitude questionnaire, was compared under three conditions: one-to-one, small group, and field trial evaluations. The two main dependent variables assessed were the characteristic. compared unore three committees. The two main dependent variables assessed were the characteristics of the feedback and the revision decisions. Findings indicated that: (1) the same evaluation procedures used to collect data to revise instructional materials designed for audiences that differ in cultural traits or values can be applied to that effect; (2) a carefully performed one-to-one evaluation that provides substantial data for modification of the instructional materials and small group evaluation may not be required; and (3) two extra procedures might prove useful: after initial translation to the required language, a second translation back to the original language to determine any improperly translated words, and material revision by evaluators prior to implementation to discover any cultural inadequacies. A list of references is appended (JB)

Eastman, Susan T. Agostino, Donald E.
Commanding the Computer: Functions and Coucepts of Videotex Technology for Eighth-Grade Pub Date-May 85

Pub Date—May 85
Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (Honolulu, Hawaii, May 23-27, 1985).
Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Case Studies, Cognitive Processes,
Grade 8, \*Information Seeking, Junior High
Schools, \*Man Machine Systems, \*Microcomputers, Naturalistic Observation, Online Searching,
Online Systems, Research Methodology, Science
Instruction, \*Skill Development, Teaching Methods, \*Videotex

ods, "Videotex Identifiers—Instructional Effectiveness This study combines quantitative and ethno-graphic methods to analyze middle-school students graphic methods to analyze middle-school students' uses and understandings of microcomputers and videotex. As an experiment in teaching library research skills, 27 eighth graders were assigned to search an online encyclopedia in preparation for writing a science theme. The students' operational practices and associated conceptual understandings were interpreted as a multimodal case study of videotex use. Analysis of data from hard copies of the students' disk records (an unobtrusive measure), participant observation during naturalistic computer use, and a direct, hands-on test of computer computero, at the project's end supported five terputer use, and a direct, hands-on test of computer competence at the project's end supported five tentive conclusions; the students typically: (1) mastered only the simplest videotex commands without improving their rate of error over time; (2) had difficulty understanding the concepts and vocabulary, but not the structure of electronic menus; (3) accessed only a small quantity of electronic text compared to available printed materials; (4) exhibited the ability to search by keyword but found the videotex service inadequately cross-referenced; and (5) required constant adult assistance to log on to the videotex service, to learn command operations, and to store text on disk files. The study indicated that, as of 1984, commercial electronic text services and to store text on disk lies. The study indicated that, as of 1984, commercial electronic text services lacked internal motivations to achieve operational efficiency and were unsuited to the educational objective of learning the cognitive skills of information processing. (Author/JB)

IR 011 899 ED 263 910 Faddis, Bonn Computer Equity. Reports to Decision Makers, Number 5. Northwest Regional Educational Lab., Portland,

Oreg.
Pub Date—Aug 85
Note—Sp.; For earlier reports, see ED 248 882.
Journal Cit—Reports to Decision Makers; n5 Aug

Pub Type— Guides · Non-Classroom (055) — In-formation Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Access to Education, "Change Strategies, Computer Literacy, "Educational Opportunities, Elementary Secondary Education, "Equal Facilities, "Microcomputers, Nondiscriminatory Education, Sex Discrimina-

Equitable distribution of computer resources is an important concern for school administrators. Computer equity consists of three dimensions: access, participation, and benefits. Access is the number of microcomputers available for student use, or the microcomputers available for student use, or the ratio of students to computers; equity issues arise when access to computers is restricted to certain achools, grade or ability levels, or to certain classes, such as advanced math. Participation is the average amount of computer time allotted to student use; inequities can result if free time usage is dominated by boys or high achieving students. Benefits are the kinds of activities students engage in when using the computer; the assumption that learning to program is preferable to drill and practice or word processing leads to inequities in educational benefits. A list of ds to inequities in educational benefits. A list of 12 barriers to equitable computer access and use is included, as well as suggestions for evaluating equity problems. Strategies for solving computer eq-uity problems are suggested, and a list of references completes the document. (JB)

Programmatic Definition for Computer Education.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Pub Date-Sep 83

Note-11p.; Prepared by Task Force on Use of Computers in Instruction. Document is printed in colored ink on colored paper. For related docu-ment, see IR 011 901.

ment, see IR 011 901.
Pub Type— Guides - Non-Classroom (055) —
gal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.

\*\*Descriptors—Computer Assisted Instruction,

\*Computer Literacy, Computer Science Education, Curriculum Development, Elementary Secondary Education, \*Microcomputers, Public
Schools, State Curriculum Guides, State Departments of Education, Statewide Planning, Teaching Methods. ing Methods

Identifiers-\*Computer Uses in Education, Mary-

A task force on the use of computers in instruction was appointed by the Maryland Deputy State Superintendent of Schools to respond to requests of state local education agencies for assistance with state local education agencies for assistance with computer education. One result of the deliberations of that group is this paper, which establishes the programmatic definition for a comprehensive computer education program for the public schools of Maryland. Divided into three main sections, the paper covers computers as the instructional focus, computers as instructional support, and program recommendations. Goals and subgoals are presented for each of the first two topics; the third lists seven recommendations for local education agencies to follow in implementing computer education programs. A list of task force members completes the document. (JB)

ED 263 912 IR 011 901

Deasy, Richard J. Computers in Instruction, Report of Task Force on Use of Computers in Instruction, Maryland State Dept. of Education, Baltimore.

Pub Date—Jun 84
Note—26p.; Document is printed in colored ink on colored paper. For related document, see IR 011

900.

Pub Type— Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF0L/PC02 Plus Postage.

Descriptors— \*Computer Literacy, Curriculum Development, Elementary Secondary Education, Equal Education, \*Microcomputers, Public Schools, Staff Development, State Departments of Education, \*State Surveys, Statewide Planning, Teacher Certification, Teaching Methods, Use Studies

Identifiers-\*Computer Uses in Education, Mary-

The Maryland Task Force on the Use of Comput-The Maryland Task Force on the Use of Computers in Instruction conducted a statewide survey of the following components of a successful computer education program: planning: curriculum development; staff development; computer use; instructional equity; selection, maintenance, and evaluation of hardware and courseware; and parent and community involvement. In response to the re suits of this survey, the Task Force developed 34 recommendations for improvements in the above areas; in addition it offered suggestions for: (1) state areas; in admind it offices for computer science teachers; (2) increased collaboration with higher education in providing staff with inservice computer training; (3) staff visits to computer demonstration sites; and (4) the establishment of a communications sites; and (4) the establishment of a communications networking process for teachers and administrative and supervisory staff. In order to provide leadership and direction for computer education programs in Maryland, the Task Force also developed a model framework for computer education based upon existing curricula for computer literacy and computer

IR 011 943 MicroSIFT Courseware Evaluations [Set 15 362-388) and Set 16 (389-441), with an Index Listing the Contents of Each Set (Sets 1-16) and a Cumulative Subject Index (Sets 1-16). Northwest Regional Educational Lab., Portland,

-Nov 85

Note—175p.; For previous documents in this series, see ED 226 765, ED 234 722, ED 239 606, ED 245 666, ED 249 918 and ED 260 710. These two sets are the last evaluations by MicroSIFT to be published in this format.

Pub Type— Reference Materials - Directories/Cat-

(132)

alogs (132)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors— \*Computer Assisted Instruction,
\*Courseware, \*Educational Games, Evaluation
Translational Materials, \*Microcomputational Mat

ers
Identifiers—Computer Games, Courseware Evaluation, \*Courseware Reviews, \*MicroSIFT
This document consists of 80 microcomputer soft-This document consists of 80 microcomputer son-ware package evaluations prepared by the Mi-croSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Re-gional Education Laboratory. Set 15 consists of 27 packages; set 16 consists of 53 packages. Each soft-ware review lists producer, time and place of evalua-tions and the software review lists producer, time and place of evalua-tions and the software review lists producer, time and place of evaluation, cost, ability level, subject, topic, transfer medium, required hardware and software, preview policy, instructional purposes and techniques, available documentation, instructional objectives and prerequisites, content and structure, estimated stuprerequisites, content and structure, estimated student time required, potential uses, major strengths and weaknesses, and additional comments. An evaluation summary rates each package on 21 criteria. The titles in Sets 15 and 16 are as follows: Addition Circus; Algebra Series; Alphabet Harvey; Content Area Reading-Literature; Crypto Cube; Decimals-Multiplication and Division; Fay's Word Rally; Food for Thought; Fraction Fun with Fraction Man; The Grammar Examiner; Language Arts-Parts of Speech; Math Maze; Mathematics -Grade 3; Mathematics Activities Courseware-4; Mathsheet: -Grade 3; Mathematics Activities Courseware-4; Mathematics Activities Courseware-7; Mathsheet; More Powers to You!; Myths, Magic and Monsters; Play on Words; Political Genie; Spellakazam; Spelicopter; States; States and Capitals; Supermind; Typing; Verbs-Action/Linking Verbs; 4-H Ding Darling Soil, Water, Wildlife Project; The ABC's of Programming Your Apple; Arith-Magic II; The Basics of BASIC; Biology Challenge; Brain Booster; Computer Science I; Cosmic Carnival; Countdown, Test Simulator, Authoring and Management Systems Computer Science I; Cosmic Carnival; Countdown, Test Simulator, Authoring and Management Sys-tem; Discover-A Science Experiment; Earth Sci-ence Series-Ground Water; Earth Science Series-Hydrologic Cycle; Earth Science Series-Moisture in the Atmosphere; Earth Science Ser-ies-Surface Water; Food Group Puzzles; Galactic Prospector; Graphical Analysis II; GUIDEMAS-Prospector; Graphical Analysis II; GUIDEMAS-TER Borrowing-Regrouping for Subtraction; Holt Reading Skills Extender 3; Hometown; How a Bill Becomes Law; How to Weigh an Elephant; Internal Journey; Law in American History; The Magic Cash Register; Math Power Program—Whole Num-bers; Math Worlds-Exploring Math with Comput-ers; Microcourse Mathematics-Solving Story Problems-Whole Numbers, Levels 3-6; Modeler -Molecular Design Editor; Operation For-Problems-Whole Numbers, Levels 3-6; Modeler—Molecular Design Editor; Operation Frog; PAVE-Perpetual Accuracy/Visual Efficiency Training; Physical Science Databases for PFS: File; Problem Solving in Algebra; Proportions and Per Cents; QuizWhiz; Relevant Reading Through Science I, II, III, and IV; Science Trivia Challeng; Scrambled Eggs; Secrets of Science Island; Shark Attack!—Math Series; States and Traits; Solar Reading-Filght 1-Central Thought; Sorting Techniques, I, II; Stickybear Spellgrabber; Story Tree; Subject-Verb Agreement; U.S. History Databases for PFS: File; The Voyage of the Mimi-Ecosystems with Island Survivors; The Voyage of the Mimi-Whales and Their Environment with the Bank Street Laboratory; What's My Logic?; WordMath; The Writing Workshop; and You Are What You Eat Also included are an index listing and cumulative subject index for MicroSIFT Sets 1-16. (JB)

IR 051 333 Cross Information Co., Boulder, CO.

Pub Date-Jul 85

Note-8n.

Note—8).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cognitive Processes, Computer Oriented Programs, \*Decision Making, Information Needs, \*Information Networks, Information Sysreturns, Language Processing. \*Management Information Systems, Man Machine Systems, \*Network Analysis, \*Organizational Communication, Organizational Effectiveness, Planning, Position Papers

Citing increased attention now focused on net-Citing increased attention now focused on net-working in organizational contexts, this paper ad-dresses two networking questions related to an organization's strategic purpose: how the organiza-tion's formal and informal networking channels are connected, and how they are managed and main-tained. Thought processing is defined as a networking system that not only provides a written verbatim log, but a means whereby ideas may be exchanged, clarified, debated, and resolved. Ways in which thought processing can facilitate networking are ex-amined in the context of the relationship between decision-making and the networking system; the de-velopment of information-decision systems to pro-vide the proper flow of information among decision points in an organization; the importance of both formal and informal communication; an in-depth analysis of thought patterns to determine natural patterns for the information-decision system; and the increased effectiveness of organizations imple-menting thought processing. (THC)

ED 263 915 IR 051 336

Sheehan, Bernard S. Newsted, Peter R. Information Support for Planning in Academic Subunits. WP No. 18-84.

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario). Pub Date—9 Jul 84 Grant—SSHRCC-410-83-0023

Note—43p.; Paper presented at the Annual Interna-tional Conference of the Society for College and University Planning (19th, Cambridge, MA, July

 1984.
 Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—\*Deans, \*Department Heads, \*Educational Planning, Educational Research, Foreign Countries, Higher Education, Information Needs, \*Information Systems, Inc. Countries, Higher Education, Information Needs, \*Information Services, \*Information Systems, In-formation Utilization, \*Microcomputers, Position Papers, School Administration Identifiers—Canada, \*University of Calgary (Can-

Computer-based support services needed by indi-vidual planners/managers in small academic units (deans' and department heads' offices) within a larger higher education environment should provide the capability to interact easily and inexpensively with powerful information systems which allow the planner to integrate data from several sources, test planner to integrate data from several sources, test alternative plans, prepare reports, and communicate with other information systems, all without the need for expensive technical support. This paper: (1) reviews the literature on typical information services for planning; (2) shows how normal campus data processing services, useful for the majority of users, have inherent limitations when it comes to the support of individual planners; and (3) presents a case study and describes some general lessons learned about personal use of microcomputers through studying one campus administrator. (THC) studying one campus administrator. (THC)

IR 051 337 School Library Media Centers. Texas Education Agency, Austin. Pub Date—Aug 85 Note-66p. Pub Type- Guides - Non-Classroom (055) -

Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Check Lists, "Educational Media, Educational Planning, Elementary Secondary Education, "Learning Resources Centers, Library Expenditures, Library Pacilities, Library Material Selection, Library Personnel, Position Papers, "Program Evaluation, "Program Improvement, Resource Materials, "School Libraries Identifiers—"Texas

Identifiers—Texas

This publication is designed to help Texas elementary and secondary educators evaluate and improve school library media programs in terms of planning, personnel, equipment, facilities, use of materials, and financial support. Following an introduction, the guide is divided into five sections. The first secthe guide is divided into five sections. The first sec-tion, Library Media Center (LMC) Program, has subsections on services to students, teachers, ad-ministrators, and the community. The second sec-tion, Resources, has subsections on the campus, district, and regional collections; selecting and eval-uating, organizing, and maintaining records of ma-terials and equipment; and using community resources. The third section covers Facilities, and the fourth section. Financial Support, has subsecresources. The third section covers Facilities, and the fourth section, Financial Support, has subsections on annual expenditures for books, audiovisual materials and equipment, magazines and newspapers, encyclopedia sets and unabridged dictionaries, LMC supplies and rebinding of books, and professional materials; and financing the program in the new school. The last section, Library Media Staff, includes discussions of district and campus library media directors, school librarians, instructional media aides, clerical aides, student assistants, and volunteers. Appendices include a planning guide and a library media center appraisal checklist. A copy of the Texas compliance statement under Titles VI and VII, Civil Rights Act of 1964, Il references, and a directory of directors and committees of the State directory of directors and committees of the State Board of Education are included. (THC)

ED 263 917 TR 051 339

Lane, Martha A. And Others California Literatura nia Literacy Campaign Program Effectiveness Review.

Spons Agency-California State Library, Sacra-

Pub Date-25 Oct 84

-100p.; For related document, see IR 051

Pub Type- Reports - Research (143) - Tests/

Pub Type—Reports - Research (143) — Tests/ Questionnaires (160) EDRS Price - MF01/PC04 Plus Postage. Descriptors—Adult Literacy, Educational Assess-ment, \*Library Services, \*Literacy Education, Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Public Libraries, Question-naires, Sampling, State Aid, State Libraries, \*State Programs, Surveys, \*Tutorial Programs Identifiers—\*California Literacy Campaign This effectiveness review of the California Literacy Campaign (CLC), a program designed to signifi-

This effectiveness review of the California Literacy Campaign (CLC), a program designed to significantly reduce the number of functionally litterate adults in California, was submitted to the California State Library for consideration of continuation of state funding beyond 1984-85. The review includes an analysis of existing data (state library directives, guidelines and criteria, and second-quarter reports of the 27 funded projects in public libraries); telephone interviews with a sample of adult literacy students; and a written questionnaire survey of a sample of tutors. This evaluation incorporated a modification of the discrepancy model which compares a program's performance to the stanifards set pares a program's performance to the standards set for its performance. The analysis of existing data was conducted in three steps: all standards, goals, was conducted in three steps: all standards, goals, and outcomes set for the campaign at various stages in its first two quarters of development were reviewed, refined, and organized into major program outcomes and processes; all available data were analyzed to determine discrepancies between intended and actual outcomes; and implications and recommendations for improvements were generated. Following an introduction which covers background, overview, study design and execution, a review of the literature, and definitions, the report is divided into four sections and appendices. They include: (1) The Adult Literacy Students; (2) The Tutors; (3) The 27 Library Literacy Projects; and (4) The Work The 27 Library Literacy Students; (2) the Tutors; (3) The 27 Library Literacy Projects; and (4) The Work of the California State Library. A CLC project locations map, the student interview guide, the tutor questionnaire, and the library literacy project directors' questionnaire are appended. (THC)

ED 263 918 IR 051 340 Goldberg, Lenny And Others

Literacy, Employment and the California Econ-omy: A Study and Recommendations for Policy and Program for the California Literacy Cam-

paign.
Goldberg (Lenny) and Associates, Oakland, CA.
Spons Agency—California State Library, Sacra-

ub Date-1 Jul 85

Note—65p.; For related document, see IR 051 339. Pub Type— Opinion Papers (120) — Reports - De-

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Adult Literacy, Educational Planning, \*Employment Problems, \*Illiteracy, \*Labor Market, Library Planning, Library Services, \*Literacy Education, Position Papers, Program Descriptions, Public Libraries, State Libraries Identifiers—\*California Literacy Campaign
This examination of the relationship between illiteracy and the labor market in California describes in general terms the effects of widespread illiteracy on employers, the unemployed, employees, and the California economy. It discusses current programs which address the lack of basic literacy skills in the labor market, and identifies some of the elements labor market, and identifies some of the eleme labor market, and identifies some of the elements that contribute to successful programs. Finally, the report contains a number of policy and program suggestions directed particularly toward the state library and local public library literacy programs, focusing on how their current efforts can relate focusing on how their current efforts can relate more strongly to employment and the labor market. Completed in a 2-month period, the study gathered and organized currently available information in order to define the range of the problem; to assess services which were currently offered, extensive telephone interviews were conducted. Major sections of the paper comprise: (1) Defining the Illiteracy Problem as It Relates to Employment; (2) Current Literacy Delivery System as It Relates to Employment and Job Training; and (3) Suggested Policies and Strategies for Literacy and Employment, with Particular Focus on the Public Library Program. (THC)

ED 263 919 IR 051 341

California Public Library Salary Survey, 1986. California State Library, Sacramento.

-80p.; For related document, see ED 254

251.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annual Reports, "County Libraries,
"Library Administration, Library Expenditures,
"Library Personnel, Library Statistics, Library
Surveys, "Public Libraries, "Salaries, State Librar-

Identifiers-\*California

Reproduced directly from annual reports submit-ted to the California State Library by the state's city, county, and special district public libraries, this an-nual salary survey includes monthly ranges at the beginning step and final step for eight professional beginning step and mai step for eight professional and support positions. Not all surveyed positions are found in all libraries. The survey is for salary ranges in effect on September 1, 1985, i.e., the 1985-86 fiscal year for most jurisdictions. Some libraries chose to present their data in other ways, including annual rather than monthly rates or more including annual rather than monthly rates or more than one range per position described. All data are published as submitted. The eight positions comprise: (1) library director; (2) assistant library director; (3) chief of a major library division; (4) chief of a branch library; (5) librarian; (6) manager of a special library service; (7) library technical assistant; and (8) beginning non-professional employee. Entries are arranged alphabetically by jurisdiction. (THC)

ELI Z63 920

Berkowitz, Robert E. And Others

Controlled Research Writing Project. Teacher

Resource and Utilities Booklet to Accompany
the Resource Documents Collection (R.D.C.).

For Use with English II R and H Research
Writing Unit.

Wayne Central School District, Ontario Center,
NY.

Pub Date-83

Pub Date—83 Note—71p.; Paper presented at the Humanizing Experience Conference sponsored by the New York State Education Department (Albany, NY, 1983). For related document, see IR 051 343. Some pages may be marginally legible.

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC03 Plus Pestage. Descriptors—Grade 10, High Schools, Instructional Materials, "Research Papers (Students), "Resource Materials, "School Libraries, Secondary School Curriculum, "Student Research, "Writing (Composition), Writing Instruction
This controlled research report writing curriculum was developed for 10th grade students by an interdisciplinary team led by the library media specialist and the chairperson of the English Department of Wayne Central High School. The purpose of the program is to give students a highly structured experience in research report writing, with attention focused on the analysis, synthesis, and evaluation of resource materials, rather than the lievaluation or resource materials, rather than the library search for the resource materials. The workbook is organized into 10 steps in the controlled research report writing process. For each step a goal is stated and the skills to be acquired, the product of the step, the method for completion, a timeline, and an evaluation method are defined. The 10 steps and an evaluation method are defined. The 10 steps are: (1) survey the entire resource documents collection (RDC); (2) narrow the topic and select articles; (3) analyze individual articles; (4) create a proposal and examine its consequences in terms of areas of concern; (5) create a thesis for a researched, areas of concern; (3) create a tness for a researched, persuasive essay; (6) take notes on cards; (7) organize and outline the essay; (8) write a rough draft; (9) revise the rough draft for logic, flow, and mechanics; and (10) write a final draft and add title page, footnotes, and bibliography. Supplementary materials include article reprints, forms, checklists, topics for evaluation, and writing sample. (Author/IHC)

ED 263 921 IR 051 343

Davis, Joyce And Others
Research Paper: The Future or the Hoffman Paper.
Curriculum for English 4A and 4B: College Prep
English and English 12A and 12B: Life Commu-

Wayne Central School District, Ontario Center. Pub Date-85

Note-19p.; For related document, see IR 051 342.

Note—19p.; For related document, see IR 051 342. Document contains light type.

Pub Type— Guides - Claseroom - Teacher (052)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Grade 12, High Schools, Instructional Materials, \*Local History, Primary Sources, \*Research Papers (Students), \*Resource Materials, Secondary School Curriculum, \*Student Research, \*Writing (Composition), Writing Instruction

Identifiers-Contests

Written for a 12th grade English program at Wayne Central High School, this curriculum project is designed to take into account the affective dyis designed to take into account the affective dynamics/processes as well as the cognitive processes integral to writing research reports. There are two alternatives for this paper which is required of all 12th graders: The Puture, a library based research experience, or The Hoffman Paper, a local history research paper prepared from local historical documents and other sources. This project focuses on the use of primary source documents as well as secondary sources in the preparation of a researched report. The document includes statements of objectives and "en route objectives"; a timeline of the research stages and feelings students are likely to experience at each stage; objectives for lessons on such topics as primary and secondary sources and plagiarism; descriptions of both the Future and Hoffman papers; and instructions and evaluation guidelines for the Hoffman Foundation's Original Historical Research Essay Contest. (Author/THC)

ED 263 922 IR 051 351

Lane, Margaret T., Comp.
A Guide to the Documents on Documents Collection, 1980-1983.

American Library Association, Chicago, Ill. Gov-ernment Documents Round Table. Pub Date—10 Oct 85

Note—37p.; For the 1973-1979 guide and collec-tion, see ED 247 939-940; for the 1980-1983 col-

tion, see ED 247 939-940; for the 1980-1983 col-lection, see IR 051 352. Available from—Margaret T. Lane, Lane, Fertitta, Lane & Tullos, P.O. Box 3335, Baton Rouge, LA 70821 (\$3.00 prepaid). Pub Type—Guides • Non-Classroom (055) — Ref-erence Materials (130) EDRS Price • MF01/PC02 Plus Postage. Descriptors—\*Depository Libraries, \*Government

Publications, Library Administration, Library Collections, Library Guides, \*Reference Materials, \*State Government, State Legislation, State

als, "State Government, State Leganstion, State Libraries, State Programs
Identifiers—"Library Procedures
This user's guide to the "Documents on Documents Collection" describes 166 documents gathered during 1980-1983. The collection includes ered during 1980-1983. The collection includes documents produced by the various state document distribution centers (usually the state library), for use by administrators of depository programs, state employees, documents librarians, and government planners and researchers. The guide and collection, when used together, are intended to help increase the use of state government publications. The guide has two major sections: the first arranges the items by state and then by category, and the second arranges the same entries first by broad category and then by state. The categories include: (1) bibliogratimen oy state. Ine categories include: (1) bibliographies of bibliographies and reference tools; (2) letters of transmittal and commentaries; (3) depository contracts; (4) forms and form letters; (5) labels; (6) legislation and legal materials; (7) mailing lists, lists of depository libraries, and lists of advisory councils; (8) manuals; (9) precedual suid-libraries. of depository libraries, and lists of advisory councils; (8) manuals; (9) procedural guidelines; (10) promotional materials; (11) selection lists and basic or core lists; (12) shipping lists; and (13) studies, surveys, workshops, and miscellaneous. Definitions and cross-references are provided for each category. An index to the individual authors and distinctive titles council of the social of Author (TML) complete the guide. (Author/THC)

IR 051 352

Lone, Margaret T., Comp.

Documents on Documents Collection, 1960-1963,
American Library Association, Chicago, Ill. Government Documents Round Table.

Pub Date—85 Note—1,139p.; For the 1973-1979 collection, see ED 247 940; for the guide to the 1980-1983 col-lection, see IR 051 351.

Pub Type - Collected Works - General (020) — Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) EDRS Price - MP08/PC46 Plus Postage.

EDIES Frice - MPUS/PC46 Plas Festage.
Descriptors—Depository Libraries, "Government Publications, Library Administration, Library Collections, Library Ouides, Questionnaires, Records (Forms), "Reference Materials, State Overnment, "State Legislation, State Libraries, "State Department"

State Programs

Identifiers— Library Procedures
The "Documents on Documents Collection" consists of documents produced by a variety of organi-The "Documents on Documents Collection" consists of documents produced by a variety of organizations in the course of administering state document depository programs. This collection, which contains 166 documents gathered between 1980 and 1983, originated as a resource for administrators of such depository programs and for those establishing or amending such programs. It is intended to provide a broad understanding of the components and procedures required to sustain an efficient state depository. The collection is arranged by state and is subdivided by broad categories: (1) bibliographies of bibliographies and reference tools; (2) letters of transmittal and commentaries; (3) depository contracts; (4) forms and form letters; (5) labels; (6) legislation and legal materials; (7) mailing lists, lists of depository libraries, and lists of advisory councils; (8) manuals; (9) procedural guidelines; (10) promotional materials; (11) selection lists and basic or core lists; (12) shipping lists; and (13) studies, surveys, workshops, and miscellaneous. Thirty-one states and the Virgin Islands are represented. This collection is being maintained on a current basis (i.e., 1983 and forward). The introductory material describes how to obtain the "current" Documents on Documents Collection. (Author/THC)

IR 051 353

Nilson, Julianne V.
The Gifts and Exchange Function in ARL Librar-ies. Spec Kit 117.
Association of Research

asociation of Research Libraries, Washington, D.C. Office of Management Studies.

D.C. Office of Management Studies.
Pub Date—Sep 85
Note—116p.
Available from—Systems and Procedures Exchange Center, Office of Management Studies,
Association of Research Libraries, 1527 New
Hampshire Ave., NW, Washington, DC 2003
(\$20.00 prepaid).
Pub Type—Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160) — Reports - Descriptive (141)

ports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. able from EDRS.

Descriptors—"Academic Libraries, "Exchange Programs, Higher Education, "Library Acquisition, Library Automation, Library Collections, "Library Materials, Methods, Occupational Information, Position Papers, Research Libraries, Identifiers—"Gifts

A March 1885 support

A March 1985 survey of members of the Associa-tion of Research Libraries (ARL) netted 63 re-sponses on 4 topics related to gifts and exchange programs: organizational change, the use of automa-tion, changes in priorities, and the impact of the Tax Reform Act of 1984. Comments throughout the re-sponses reflect that materials collected through gifts sponses reflect that materials collected through girts and exchange are still considered important, al-though libraries are attempting to identify ways to obtain the most value from these programs for a reasonable commitment of resources. This Systems reasonable commitment of resources. This Systems and Procedures Exchange Center (SPEC) kit contains 11 examples of policies and procedures, including recent documents on the Tax Reform Act; 2 documents on use of automation; 8 responses regarding reorganizations; 4 sets of position descriptions; 5 illustrations of donor materials; results of an unpublished American Library Association (ALA) Resources and Technical Services Divison (RTSD) survey; and a brief bibliography. Institutions represented in the kit include: University of Kentucky, University of California at San Dieso, Cornell University of California at San Dieso, Cornell University of Marchand California at San Dieso, Carnell Universi sented in the kit include: University of Kentucky, University of California at San Diego, Cornell University, University of California at Berkeley, Colorado State University, Purdue University, University of Texas at Austin, State University of New York at Albany, Texas A&M University, New York University, Columbia University, University of California at Irvine, Linda Hall Library, University of North Carolina, National Agricultural Library, University Unive sity of North Carolina, National Agricultural Li-brary, Queens University, Indiana University, University of Georgia, and University of Southern California. A brief summary of survey responses and a copy of the "Quick-SPEC" questionnaire on gifts and exchange functions are included. (THC)

ED 263 925 IR 051 354

Neroda, Edward
An Integrated Library System: Preliminary Considerations.
Pub Date—Sep 85

Pub Date—sep os Note—20p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Libraries, Computers, Higher Education, \*Library Automation, Library Ser-

rigner Education, "Library Automaton, Library Cooperation, "Library Networks, "Library Services, "Library Technical Processes, Position Pa-pers, Technological Advancement Identifiers..." Eastern Montana College

Identifiers—"Eastern Montana College
Noting difficulties experienced by small to medium sized colleges in acquiring integrated library
computer systems, this position paper outlines issues related to the subject with the intention of increasing familiarity and interest in integrated library systems. The report includes: a brief review of tech systems. The report includes: a brief review of technological advances as they relate to library development; a chronology of current computer utilization within the Eastern Montana College Library; faculty and student perspectives on anticipated system benefits; general system standards and specifications; library system marketplace statistics; and cost-related issues. The paper was prepared as part of a campus-wide planning process and incorporates a current literature review. (Author/THC)

ED 263 926 IR 051 355

Carr, Jo Ann, Ed.
Minimum Library Use Skills: Standards, Test, and
Bibliography. Bibliography.
Wisconsin Association of Academic Librarians.
Pub Date—Oct 84

Pub Date—Oct 84
Note—23p.; Compiled by 1983, 1984 WAAL Education & Library Use Committee.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Libraries, Higher Education, \*Information Seeking, \*Library Instruction, \*Library Materials, Library Services, \*Library Skills, \*Minimum Competencies, Multiple Choice Tests, Research Skills Identifiers—\*Wisconsin

Choice Tests, Research Shans Identifiers—"Wisconsin Association of Academic Librarians' (WAAL) Education and Library Use Committee, the Test of Minimum Library Use Skills provides examples of questions which may be used to assess students' knowledge of the 13 minimum library use skills adapted by the WAAL mem-

bership in 1983. The 59 multiple choice questions that make up the test address the minimum skills to be acquired by all Wisconsin college students by the end of their sophomore year: (1) knowing the physical arrangement of materials and services; (2) knowend of their sophomore year: (1) knowing the physical arrangement of materials and services; (2) knowing how to choose appropriate subject headings to research a topic; (3) locating resources by searching under author, title, or subject, in the card, online, COM (computer output microfiche), or book catalog; (4) interpreting the bibliographic information found; (5) using appropriate periodical indexes, abstracts, or subject bibliographies; (6) interpreting the information found in indexes; (7) interpreting the information found in the library's periodical records; (8) distinguishing citations to books from citations to periodicals, and recognizing citations to audiovisual materials and government documents; (9) compiling a basic bibliography; (10) understanding the library's call number system; (11) using basic reference sources including dictionaries, encyclopedias, yearbooks, almanaca, and statistical sources; (12) using microforms and other audiovisual materials and equipment; and (13) knowing when to consult a librarian. A bibliography and test answer key are included. (THC)

Needs Assessment Packet for the School Library. Hawaii State Dept. of Education, Honolulu. Office of Instructional Services. Pub Date-Aug 81 Note-25p.

Pub Type— Guides - Non-Classroom Tests/Questionnaires (160) EDRS Price - MF01/PC01 Plus Postage. Guides - Non-Classroom (055)

Descriptors—Elementary Secondary Education,

\*Learning Resources Centers, \*Library Planning,

\*Library Services, \*Needs Assessment, Policy
Formation, Position Papers, Resource Allocation,

\*School Libraries Identifiers-\*Hawaii

Identifiers—"Hawaii
Intended for use by schools in studying their library programs and services, this needs assessment packet is designed to serve as an instrument for determining what exists as a program of services and to assist in setting direction for planned growth of an effective library program. The philosophy and services quoted in the document were derived from the Hawaii state document, "Goals for School Library Media Programs," (1972). Arguing that needs assessment is most valuable when members of the entire school community are involved, the packet provides a form for use by administrators, faculty, and school library staff, and another form for use by students. The following items are included in the packet: a chart on how to use the needs assessment packet: a chart on how to use the needs asser packet; a guide to assigning priorities to areas of the school library program; tabulation instructions for assigning priorities to areas for a school library program; the two needs assessment forms; a table show-ing item correlation between the two forms; instructions to the tabulator; and three master tally sheets (a sample and two blanks). (THC)

## $\mathbf{JC}$

ED 263 928

JC 850 363

Stamm, Judy A.

San Diego City College Final Research Report on
the Urban Community College Transfer Oppor-

San Diego City Coll., Calif.
Spons Agency—Ford Foundation, New York, N.Y. Spons Agency Pub Date—84

Spons Agency—Ford Foundation, New York, N. Y. Pub Date—84
Note—14p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Gains, \*College Environment, Community Colleges, \*Participant Satisfaction, School Surveys, Student Attitudes, \*Student Characteristics, \*Student College Relationship, Two Year Colleges, \*Two Year College Students, Urban Education
Identifiers—Urban Transfer Opportunities Program
As part of San Diego City College's (SDCC's) involvement in the Urban Community College
Transfer Opportunities Program, two surveys were conducted to accumulate data about the characteristics and experiences of SDCC students. The Cooperative Institutional Research Program American Freshman Survey was administered to 178 students to determine student characteristics, while the College Student Experience (CSE) Survey was used to

measure the institutional environment from the students' perspective. Study findings, based on responses from 107 students who completed both surveys, included the following: (1) 60% of the respondents were 25 years old; 65% were women; and 45% were White, 23% Black, 19% Chicano, and 9% Asian; (2) 55% of the respondents attended a high school that was either completely or mostly White, and 51% lived in predominantly White neighborhoods; (3) 53% supported busing as a means of achieving school integration; (4) the academic preparation of the SDCC respondents was below the national average; (5) 41% received financial assistance through a Pell Grant; (6) 48% were working either full or part-time; (7) students rated their strongest gains in vocational training, career information, writing skills, self understanding, interpersonal skills, and self-motivation; (8) students identified their areas of least gain as understanding science and technology and computer knowledge; (9) the aspects of the college environment receiving the highest ratings were vocational education, stu-(y) no aspects of the college environment receiving the highest ratings were vocational education, stu-dents, personal relevance, and faculty; and (10) the environmental areas receiving the lowest rating were administrators, critical/evaluative instruction, and aesthetic/creative education. (EJV)

Avery, Chris And Others
A Microcomputer Lab for Algebra & Calculus.
De Anza Coll., Cupertino, Calif.
Pub Date—[85]
Note—[05].

De Anza Coll., Cupertino, Cair.
Pub Date—[85]
Note—[0p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MFDL/PC01 Plus Postage.
Descriptors—\*Algebra, \*Calculua, Community
Colleges, \*Computer Assisted Instruction,
"Learning Laboratories, \*Mathematics Instruction, \*Microcomputers, Program Descriptions,
Two Year Colleges
An overview is provided of De Anza College's use
of computerized instruction in its mathematics
courses. After reviewing the ways in which computer technology is changing math instruction, the
paper looks at the use of computers in several course
sequences. The instructional model for the algebra
sequence is based on a large group format of lectures
supported by closely monitored laboratories, in
which the computer acts as tutor and skill builder.
The software for the calculus sequence allows students to picture relationahips quickly using the
hi-resolution graphics of the Apple computer, which
can numerically perform concepts such as limits,
differentiation, and integration at the touch of a key.
The microcomputer lab supports both engineering
calculus, which employs an open lab format to explore the ideas of calculus in a graphical intuitive as
well as numerical setting; and business calculus,
which employs a series of lab assignments on supply
and demand, consumer surplus, annuities, and other
problems of economics and finance. The software
for the statistics course goes beyond the concepts of
skills and tools to place the students in a simulated
environment with a number of analytical and simulation methods at their disposal. Attachments include a list of current software titles, student
information and typical lab assignments for intermediate algebra and a sample of calculus lab assignments. (AYC)

East 263 930 JC 850 555

Romano, Richard M.

Ramblings of an Economist on the Community
College: A Theoretical Primer. Working Paper
Series No. 2-85.

Broome Community Coll., Binghamton, NY. Inst.
for Community Coll. Research.

Pub Date—85
Note—15c.

Pub Date—85
Note—15p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Community Colleges, Economic Research, Educational Assessment, "Educational Economics, Educational Finance, Efficiency, "Equal Education, Human Capital, "Outcomes of Education, "Productivity," Public Policy, Two Year Colleges, Vocational Education
This exploration of community college financing applies selected constructs and theories from the field of economics to the question of public financing of two-year vocational/technical and general education programs. First, the criteria of efficiency and equity are explained in terms of their use by economists in judging the appropriateness of public policy. Next, two analytical constructs used by

economists in recommending educational policy are discussed: (1) the principle of externalities, which helps determine the benefits absorbed by other members of a society as a result of educating a single individual; and (2) the theory of human capital, which refers to the value of the income/earning potential embodied in individuals. Next, economic justifications are provided for the public funding of community colleges, including efficiency factors; economic development considerations; educational equity and its impact on social mobility and income levels; and educational outcomes as returns on students' economic investment in their schooling. Finally, the paper concludes that economics will influence many of the policies affecting community colleges in the future. (EJV)

Fonte, Richard, Ed. Leach, Ernie, Ed.
Triton College Marketing Plan '85-'86.
Triton Coll., River Grove, Ill.
Pub Date—Aus ac Pub Date-Aug 85

Triton Coll., River Grove, Ill.
Pub Date—Aug 85
Note—65p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Colleges, "Educational Trends, 'Institutional Advancement, "Marketing, "Program Development, "Public Relations, School Demography, Student Characteristics, "Student Recruitment, Two Year Colleges
Identifiers—Triton College IL
Prepared in response to shifts in the student body make-up and demographic changes in the school district, this report provides an in-depth analysis of environmental conditions faced by Triton College (Illinois) and presents a specific marketing plan developed in response to the identified trends. The first sections of the report focus on trends related to general enrollment patterns, shifts within program categories, changes within the high school graduate pool, general age shifts among credit students, average age changes by type of student, minority student population growth, and occupational trends. Using the detailed objectives of Triton's Academic Affairs area as a base, the report then presents specific plans for reaching new markets, developing or changing services/products, and improving institutional image. For each of over 50 objectives, specific markettor reaching new markets, developing or changing services/products, and improving institutional image. For each of over 50 objectives, specific marketing strategies are presented, including the following information: (1) market goal; (2) target market; (3) office responsible and completion date; (4) justification and anticipated benefits; (5) summary of approach; (6) action plan, including steps, procedures, assignments, and deadlines; (7) costs; and (8) evaluation approach. (EJV)

ED 263 932 JC 850 568 Read, James W.
The Board Retreat: For Listening, Learning and
Understanding.
Pub Date—Oct 85

Pub Date—Oct 85

Note—9p.; Paper presented at the Annual Convention of the Association of Community College Trustees (16th, Denver, CO, October 4-5, 1985).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PCD1 Plus Postage.

Descriptors—\*College Administration, Community Colleges, "Governing Boards, Group Discussion, Group Dynamics, Problem Solving, Training Methods, "Trustees, Two Year Colleges Identifiers—"Retreats
Retreats, which have been used by churches and

Retreats, which have been used by churches and corporations for some time, are currently being looked into by college presidents and boards of trustees as a means of training and problem solving. While many types of retreats may not be appropriate for boards, a well-planned working retreat can be an effective way for trustees to: (1) really get to know one another and the backgrounds, skills, and philosophies that have shaped individual points of view; (2) become better acquainted with the college's chief executive officer (CEO), administrative staff, faculty, support staff, and student government; (3) be informed about the progress of academic programs, vocational activities, and program successes; (4) be made aware of institutional concerns, potential problems, and the need for changes in program Retreats, which have been used by churches and (4) be made aware of institutional concerns, potential problems, and the need for changes in program direction or policy; and (5) plan and articulate the role and minison of tie college. Retreats also furnish the environment for listening—the most important role performed by board members—to the CEO and to other members of the college community. Northeastern Junior College (NJC) holds two board workshops per year. Agendas for these meetings, developed by the CEO and the board, brought to the board's attention issues such as long-range planning, logos, building names, alcohol on campus, the need for a development office, and salary negotiation procedures. The experiences of NJC have shown that the success of retreats is affected by the attendance of all board members; adequate planning; participation by faculty, staff, and students; media awareness of the site and agenda of the meeting; sufficient time for relaxation; and the understanding by all members that the retreats are for listening, discussing, and learning, rather than decision making. (AYC)

JC 850 572 Terrey, John N. Statutory Approaches to Educational Excellence. Pub Date—3 Oct 85

on State Legislation (Denver, CO, October 3,

1983).

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, Educational
Development, \*Educational Legislation, \*Educational Quality, Government School Relationship,
Two Year Colleges

Papers Large number of state and national

Recently, a large number of state and national reports have focused on the issue of excellence in education. While none of these reports spotlights the community college, both those dealing with the community college, both those dealing with K-12 education and postsecondary education have implications for two-year colleges, especially as they relate to high school graduation requirements; college admission standards; and remedial, and adult basic education programs. Thus far, the major concern of the legislators has been teacher education, an issue on which several states have taken action. Additional areas more specifically related to community colleges that are likely to be the focus of legislative attention include: (1) financial support for special thrusts like engineering, service, and high technology, and for economic development projects in specialized fields, rather than for decreasing class size and increasing faculty salaries; (2) structural in specianized neids, rather than for decreasing class size and increasing faculty salaries; (2) structural changes in the governance of higher education; (3) the role and mission of the community colleges; and (4) actions to abolish or modify the tenure system. As legislators begin to address these issues, a strong leadership is needed to define and shape the role of the community colleges. (EJV)

ED 263 934 JC 850 577

Fairweather, Malcolm Smith, Mary E.
Facilitating the Transfer Process: The Need for
Better Articulation between Two and Four Year

Colleges.
State Univ. of New York, Plattsburgh. Center for Earth and Environmental Science.
Pub Date—Nov 85

Earth and Environmental Science.
Pub Date—Nov 85
Note—12p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Articulation (Education), Community Colleges, Higher Education, "Intercollegiate Cooperation, Postsecondary Education, State Universities, "Transfer Policy," Transfer Programs, Two Year Colleges
It is generally acknowledged that all parties benefit from efforts to facilitate the process of student transfer from two- to four-year colleges, yet there are very few institutions with formalized transfer articulation agreements. The greatest deterrent to the development of such agreements is the considerable commitment of time and effort that is required to conduct the course-by-course analyses that serve as the foundation for the whole transfer articulation process. While determination of course content and overlap can be done individually on each participating campus, it is vital that personal face-to-face contact be made between representatives of each program. This contact facilitates the exchange of precise information, the adjudication of problems, and the development of a professional network among the participating faculty members. An examprecise information, the adjudication of problems, and the development of a professional network among the participating faculty members. An example of the effectiveness of this process is provided by the State University College at Platsburgh (SUCP), which decided to formalize its articulation agreements with all of the community colleges in New York State in the mid-1970's. An important aspect of these articulation efforts was the decision to place the articulation agreements in a format that could be easily understood, readily available, and quickly updated. The time and effort involved in initiating this system was areal, but once completed very little system was areal, but once completed very little system was great, but once completed very little effort has been required to maintain and update it. Appendices include samples of transfer articulation

agreements between SUCP and a community col-lege for particular programs. (EJV)

FD 263 935

TC 850 578

Gurley, Jay Visual Arts in Community Colleges: Enhancing the

Visual Arts in Community
Learning Environment.
Pub Date—24 Oct 85
Note—16p.; Paper presented at the Southwest Regional Conference of the Community College Humanities Association (New Orleans, LA, October

24-25, 1985).

24-25, 1985). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) EDRS Price - MP01/PC01 Plus Pustage. Descriptors—Aesthetic Education, \*Art Appreciation, Art Education, \*Art Products, Capital Output tion, Art Education, "Art Products, Capital Cul-lay (for Fixed Assets), Community Colleges, "Community Involvement, Cultural Enrichment, Educational Environment, Fund Raising, "School Community Relationship, Two Year Colleges, Wiscoul Arts

Identifiers-\*Eastern New Mexico University Clo-

vis
Art exhibits on college campuses not only foster aesthetic appreciation and knowledge, but they also stimulate and encourage community involvement. In New Mexico, public and institutional policies permit the purchase of art to enhance public buildings, including institutions of higher education. At Eastern New Mexico University's Clovis Campus (ENMU-Clovis), a branch campus serving a community college mission, funds were set saide from the capital outlay appropriations for the purchase of art. A committee of local community citizens and faculty members was appointed to recommend purchases, commissions, collections, and displays of art works in buildings. In addition, the committee established criteris for the selection of art works, and rovoided incentives for gifts and loans that added to tablished criteria for the selection of art works, and provided incentives for gifts and loans that added to the college's collection. The visual arts program at ENMU-Clovis has had numerous tangible and inangible benefits, including: (1) donors to the arts program have received tax savings, while the institution has realized an appreciation in the value of certain collectibles; (2) the art faculty has been prompted to conduct student art shows each semesters and (2) our art his to the contraction. ter; and (3) art exhibits are at least contiguous to various areas of work and study and therefore more readily accessible to students, faculty, guests, and all reachly accessible to students, faculty, guests, and an other employees. In the years to come, leadership from within the college and community, supported by national, state, and regional humanities organizaby national, state, and regional humanities organiza-tions, will have important goals to attain and deci-sions to render so that the users of its facilities will continue to have the opportunity to view, touch, and experience quality works of art through its vi-sual arts program. (EJV)

ED 263 936 JC 850 580 Martens, Freda R. H.

Marient, Freeze F. E. Governance of the State University of New York Community Colleges. SUNY Community Colleges Topical Paper, Number 2.
State Univ. of New York, Albany. Office for Com-

munity Colleges.
Pub Date—Nov 85

Note-17p. Pub Type— Opin scriptive (141) - Opinion Papers (120) - Reports - De-

Pub Type—Opinion rages taxo,
scriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Administration, College
Governing Councils, \*Community Colleges,
\*Governance, Governing Boards, Government
School Relationship, \*Institutional Autonomy,
Postsecondary Education, State Universities,
Statewide Planning, Student Government, Trustees, Two Year Colleges
Identifiers—\*State University of New York
A discussion is provided of the state and local
commonents of the governance structure of the com-

A discussion is provided of the state and local components of the governance structure of the community colleges of the State University of New York 'SUNY'). First, a historical overview is presented of the legal foundations of the existing combination of SUNY and local community college governance, starting with the 1948 legislative actions that created SUNY and the community colleges and concluding with the "Code of Standards and Procedures for the Administration and Operation of the Community Colleges under the Program of State University of New York." Next, the paper examines SUNY's rote in coordinating overall policies, financial matters, curriculum review and development, and statewide master planning, as well as in coordinating the shared duties and responsibilities of SUNY and local community college trustees.

Next, the role of local government sponsors in fi-Next, the role of local government sponsors in financial support and decision making is described. The next section provides information on the community colleges' local boards of trustees, their composition, and legal rights and responsibilities. The following sections outline the roles, rights, and responsibilities of the college president, faculty, and students in governance. Concluding comments highlight the fine balance of state and local control that is evident in the governance of SUNY's compunity colleges system and noise out the useichilities. munity college system, and point out the variability munity conege system, and point out the variability of the internal governance structures of the individual colleges. A description of the functioning of Genesee Community College's governance arrangements is appended to illustrate one of the more traditional structures. A three-page section of notes is included. (EJV)

IC 850 583 Community College Education in the New Mil-

Pub Date -19 Nov 85

Pub Date—19 Nov 85
Note—27p.; The Howard Bowen Lecture at the Claremont Graduate School of Education (Claremont, CA, November 19, 1985).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Standards, College Faculty, College Planning, College Role, \*Community Colleges, Curriculum Development, Educational Assessment, \*Educational Improvement, \*Educational Assessment, \*Educational Improvement, \*Educational Objectives, Educational Quality, Faculty Promotion, \*General Education, Governance, Humanities Instruction, Liberal Arts, \*Statewide Planning, Two Year Colleges, Vocational Education Identifiers—\*California\* community colleges

A decade ago, California's community colleges were the nation's undisputed leaders of community A decade ago, California's community college were the nation's undisputed leaders of community college education—unparalleled in access, quality, diversity, and size. Today, these institutions are deeply concerned with inadequate and unstable funding, declining enrollments, skepticism about the quality of programs, and students' lack of collegiate skills. A look at the history and development of the community college offers some enlightenment regarding the present situation, in that many of the same questions regarding mission and function have been asked throughout the 75-year history of the community college in California. Adding to the community college in California. Adding to the community college mission are governance structures that harken back to the days of affiliation with high schools; plus a board of governors with awesome responsibilities and limited authority; a chancellor's office that is completely controlled by the state's civil service bureaucracy; and a vast number of college presidents, district and a vast number of college presidents, district chancellors, trustees, and special interest groups adding to the administrative hodgepodge. The deadding to the administrative hodgepodge. The de-velopment of a "system" of community colleges in California could be promoted by the following: (1) the state should retain plenary control, making broad decisions regarding mission, expectations, in-tersegmental relations, finance mechanisms, and revenue appropriations; (2) the community college system should have a shared governance structure, with the board of governors providing leadership, direction, and overnight; and the colleges operating under districts/regions, being primarily responsible to their communities and the board of governors; (3) each colleges should devise a charter outlining the to their communities and the board of governors; (3) each college should devise a charter outlining the participation of faculty and students in institutional governance; (4) policies and procedures concerning faculty tenure, evaluation, ranking, and qualifications should be modified; and (5) departmental and college curriculum committees should propose, initiate, and design all new courses and programs. Educational quality in the community colleges can also be promoted through increased emphasis on academic standards, partnership and collaboration among all levels of California education, and renewed concern with providing a liberal arts education, while affirming the commitment to vocational preparation. (EIV)

JC 850 584 ED 263 938 Starks, Gretc

A Successful Peer Tutor Program to Improve Retention. unity Coll. of the Finger Lakes, Canandaigua,

Note-23p. Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Individual Instruction, \*Peer Teaching, Program Descriptions, Program Design, Teaching Methods, \*Tutorial Programs, Two Year Colleges

The purpose of a peer tutoring program is to assist those students who require ongoing and formal instruction in a subject area. If effectively run, it can have an impact on retention. There are five areas that need to be addressed when initiating a peer tutor program: (1) organization and funding; (2) supervision; (3) tutor training; (4) tutor program evaluation; and (5) public relations. The Community College of the Finger Lakes' (CCFL's) peer tutor program serves to illustrate effective techniques in these five areas. Since its initiation in 1981, CCFL's program has grown from employing 6 tutors and program has grown from employing 6 tutors and providing 68 hours of tutoring in 1981-82 to 34 tutors and 755 hours of tutoring in 1984-85. The college's experience with the program has under-acored the importance of putting the rules and poliscored the importance of putting the rules and poli-cies of the program in writing; training tutors in areas such as program rules, problem solving, ques-tioning skills, and studying for particular subject ar-eas; providing supervision, even if it is informal; collecting tutor and client evaluations; and mounting a good advertising campaign to attract tutors and clients. Appendices include a summary of the accomplishments of CCFL's tutor program, a Student/Client Diagnosis Checklist, tutor training ma-terials, a bibliography of resources, questionnaires for both student and tutor, and public relations ad-

ED 263 939 JC 850 586 Kassebaum, Peter Agriculture: A Modular Approach. Cultural An-

thropology.
College of Marin, Kentfield, Calif.
Pub Date—[85]

vertisements. (EJV)

Pub Date—[85]
Note—19p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Agriculture, "Anthropology, "Cultural Context, Cultural Influences, Learning Activities, Learning Modules, "Socioeconomic Influences, "Technological Advancement, Two Year Colleges
Designed for use as supplementary instructional material in a cultural anthropology course this learning module introduces the student to some of the major trends associated with agriculture and its the major trends associated with agriculture and its impact upon cultural evolution and complexity. The first section of the module describes major innovations such as animal power, irrigation and the plow, which ushered in the era of agriculture; and techno-logical advances which supported the expansion of agricultural societies. The advances in agricultural technology brought about by the industrial revolu-tion are described next, discussing their impact on traditional economic structures. A section on Third World issues related to agriculture examines agrar-ian reform and the role of multinational corporaian reform and the role of multinational corpora-tions. Next, a section explores recent developments in agriculture in the west such as capital intensive agriculture, the use of pesticides, fertilizers and cor-porate farms. Finally, the worldwide problem of hunger and the need for an alteration of economic priorities is described. Performance activities re-lated to information presented in the module are included (I AI). included. (LAL)

ED 263 940 JC 850 587 Childrens Hospital Inservice Education Curricu-

Pub Date-30 Oct 85

Note—26p.; Graduate seminar paper, University of California at Los Angeles. Pub Type—Guides - Classroom - Teacher (052) —

Pub Type— Guines - Chastroom - Teacher (922)—
Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Course Content, \*Curriculum Design, Curriculum Development, \*Inservice Education, Nonschool Educational Programs, \*Nurses, \*Nursing Education, Professional Con-

tinuing Education

tinuing Education
A description is provided of a 15-month, in-service nursing education program at Childrens Hospital (Los Angeles, California). The first sections of the paper describe Childrens Hospital and provide a rationale for the hospital-based program. A listing of program goals and objectives is also provided, indicating that the curriculum is designed to enable the new hospital employee to acquire theoretical knowledge drawn from both nursing and allied sci-

ences, practical skills, and assessment abilities. After outlining the specific objectives of the course in terms of learning outcomes and performance improvement, the paper identifies the groups for whom the course is intended. The bulk of the document consists of a description of the following units:
(1) Professional and Interpersonal Enhancement Training; (2) Neonatal Nursing; (3) Pediatric Intensive Care Nursing; (4) the Procedure Unit; (5) From Infancy to Adulthood; (6) Oncology Nursing; (7) Infectious Diseases; (8) the Operating Room/Recovery Room; (9) the Emergency Room; (10) Ambulatory Nursing; and (11) Dislysis Nursing. The procedure for implementation is described, followed by an evaluation scheme which serves to clarify program objectives. Finally, procedures for curriculum revision and a short bibliography are presented. (LAL) (IAI)

ED 263 941

JC 850 588

Majchrzak, Ann
Education & Training for CAD/CAM: Results of a
National Probability Survey. Krannert Institute

National Probability Survey. Kransert Institute
Paper Series.
Purdue Univ., West Lafayette, IN. Krannert Graduate School of Management.
Spons Agency—Congress of the U.S., Washington, D.C. Office of Technology Assessment.; National Science Foundation, Washington, D.C.
Pub Date—Apr 85
Grant—NSF-ISI-8311535; OTA-233-61700

Grant—NSF-ISI-8311535; OTA-233-61700
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plue Postage.
Descriptors—"Computer Oriented Programs, Computers, Educational Needs, "Employer Attitudes, "Industrial Training, Inplant Programs, Inservice Education, "Labor Education, Manufacturing, National Surveys, Nonschool Education, Science Scienc

Identifiers—\*Computer Automated Design, \*Com-puter Automated Manufacturing, Employer Sur-

Identifiers—"Computer Automated Design, "Computer Automated Manufacturing, Employer Surveys
A study was conducted of the training programs used by plants with Computer Automated Design/Computer Automated Manufacturing (CAD/CAM) to help their employees adapt to automated manufacturing. The study sought to determine the relative priorities of manufacturing establishments for training certain workers in certain skills; the status of education and training among manufacturing plants with CAD/CAM; training most likely to occur with different types of CAD/CAM equipment; and factors explaining variations among plants with respect to education and training. Two dats sources were used for the study: a national probability survey of 393 firms conducted in August 1982, and Census Bureau data on industry-level characteristics from 1960 to 1980. Study results included the following: (1) 45% of the plants with CAD/CAM sponsored an educational and training program; (2) on the average, 25% of the workforce at a plant received training, with the least attention given to design engineers and programs, and shopfloor staff displaced by the new equipment; (3) skills and knowledge areas covered by the training ranged from basic engineering to safety; however, many aspects of CAD/CAM were ignored; (4) most plants used vendors to provide training, and most offered either partial or full reimbursement for instruction outside the plant; (5) as CAD/CAM equipment was integrated, training needs dramatically increased; and (6) factors related to the provision of training programs included the integration and prevalence of automated equipment, and organizational factors such as size, workforce composition and firm age. Recommendations and adiscussion of implications are included. (LAL)

ED 263 942

Mooney, Kathleen R.

A Preventive Health Care and Safety Curriculum for an Industry.

Pub Dato—30 Oct 85

Note—23p.; Graduate seminar paper, University of California at Los Angeles.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Curriculum Design, Curriculum Development, "Health Education, Health Programs, Inpiant Programs, Labor Education, Nonschool Educational Programs, Nutrition Instruction, Occupational Safety and Health. Preventive Medicine, Safety Education, Self Help Programs

The preventive health care curriculum described

in this paper was designed for the employees of Autotech Automatic Test Equipment Division in Los Angeles, California. First, the paper describes Autotech, and its health insurance and on-site health facilities. Next, a rationale is provided for offering employees classes on preventive medicine and safety, followed by a statement of the goals and objectives of the curriculum, which include increased productivity and work efficiency and increased productivity and work efficiency and increased employee awareness and control of total body health. After identifying the intended students, the paper provides an annotated list of required and optional minicourses, including: (1) diet courses, such as "Food and You," "Cut Down on Cholesterol," "Low Sodium Diet," "High-Fiber Diet," and "50 You've Decided to Be a Vegetarian"; (2) asefty courses, including "Safety for Your Children," "Cardio-Pulmonary Resuscitation Certification," "Industrial Safety," "Earthquake Precaucions," and "Fire Safety and Electrical Safety,"; (3) courses on common diseases, including diabetes, asthma, vascular disease, heart disease, arthritis, cancer, and alcoholism; (4) courses for women, including "Contraceptive Methods" and "Women's Physiology"; (5) pregnancy and motherhood courses, such as "Lamaze Class," "Infant Nutrion," "You and Your Baby," "Childhood Diseases and Immunizations," and "Growth and Development of Your Child"; and (6) exercise classes. The final sections are devoted to the procedure for curriculum implementation; evaluation methods and criteria; and procedures for curriculum revision. (LAL) (IAI)

ED 263 943 JC 850 591

Newton, Sandra S. Using the Word Processor in Composition. Pub Date—Oct 85

Pub Date—Oct 85

Note—24p; Paper presented at the Northeast Regional Conference of the National Council of Teachers of English (Portland, ME, October 24-26, 1985).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Individualized Instruction, Postaecondary Education, \*Word Processing, \*Writing (Composition), \*Writing Instruction, Writing Processes, Writing Skilla

\*Writing Instruction, Writing Processes, Writing Skills

The use of word processing in composition classes provides the student with both the opportunity to experience a significant technology end the ability to improve the mechanics and style of their writing. Word processing software has many benefits over drill and practice" programs, 'dialogue" software, and "whole process" programs, since word processing software is readily available and a flexible learning tool. When used directly by the student, word processing makes all stages of the composing process (i.e., drafting, writing, and revising) easier and more meaningful. When used by the instructor, word processing software makes possible a higher degree of individualization in the classroom. As long as the program is capable of storing files and formatting output, it streamlines the exchange of information and the creation of well-presented material. More sophisticated word processors have even greater capabilities, and allow for greater flexibility in manipulating material through features such as embedding (which allows remarks to be inserted into documents on the screen but not to be printed out onto paper); split screens (which allow the writer to keep in sight two different parts of the composition); inserting material; global search (which allows the writer to rapidly search a document for intrusive or annoying repetitions of a word or phrase); word wrap (which automatically moves whole words from the end of one line to the beginning of the next); and spelling check features. (LAL)

ED 263 944 JC 850 592

ED 263 944 JC 850 592

Smith, Joshua L.

Re-Thinking Board of Governors' Polices Concerning Remediation in Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Dec 85

Note—22p; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, December 5-6, 1985).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

\*Community Colleges, Educational Assessment, \*Educational Policy, Governance, Policy Forma-tion, \*Remedial Instruction, Remedial Frograms, \*Statewide Planning, Two Year Colleges entifiers—\*California

"Statewide Planning, Two Year Colleges Identifiers—"California
Four staff recommendations are presented for the consideration of the Board of Governors of the California Community Colleges, concerning the provision of remediation in the community colleges. After section I provides background on the issues that have been raised regarding remediation at the college level, section II reviews the board's policies and actions concerning the subject to date, concluding that the board should develop a policy concerning the establishment of an "academic skills floor" for community college remedial programs. Section III introduces a proposal for the development of policies responsive to the "floor issue," setting out four premises for the subsequent recommendations and data which illuminate the likely effects of establishing a floor. Finally, the report includes the following recommendations: (1) community colleges should continue to be regarded in state policy as the primary postsecondary providers of remedial instruction and services; (2) students who fail to meet satisfactory progress standards should be dismissed; (3) community colleges should provide for the full range of remedial instruction needed to correct the skills deficiencies exhibited by students who enroll; and (4) the Board should reiterate its searlier call for a joint comparative study of remediation in the restit media in comparative study of remediation in the restit media in comparative study of remediation in the and (4) the Board aboutd reiterate its earlier call for a joint comparative study of remediation in the credit mode in community colleges and in adult, noncredit programs under the auspices of high school and community college districts. The recom-mendations and their implications are discussed. (LAL)

JC 850 593 ED 263 945

Smith, Joshua L.

The 1986 Basic Agenda of the Board of Governors of the California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

nice of the Chancellor.

Pub Date—Dec 85

Note—23p.; Discussed as Agenda Item 11 at a
Meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, December 5-6, 1985).

cember 5-6, 1985).

Pub Type— Reports - Descriptive (141) — Opinion
Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Planning, \*Community Colleges, \*Educational Objectives, Educational Planning, \*Educational Policy, Governance,

"Governing Boards, Long Range Planning, Policy
Formation, \*Statewide Planning, Two Year Colleges

ifiers-\*California

Identifiers—\*California

The Board of Governors of the California Community Colleges' Basic Agenda for 1986 is presented. The Board's basic agenda for 1986 policy statement that identifies major goals and policy-making activities which the state and the community colleges should initiate or complete during 1986. Five objectives are presented which establish the larger context for community college reform:

recellence mission finance, sovernance, and according the state of the state 1986. Five objectives are presented which establish the larger context for community college reform: excellence, mission, finance, governance, and accountability. Goals are identified for each of these areas, including the following: (1) promote excellence in community college programs, services, and employees through the joint efforts of the state and the community college system; (2) clarify and fulfill the mission of community colleges by fully assisting the state's effort to review the mission and by acting to assure access to and success in postsecondary education among all student groups; (3) secure adequate, stable, predictable, and equitable funding for community colleges for 1986-87 and for the long-term; (4) clarify and improve the governance structure for community colleges; and (5) improve state and local accountability for the effectiveness and efficiency of community colleges, with particular focus on improving systemwide accountability functions administered by the Board of Governors. A discussion and a series of recommendations accompany each goal statement. (LAL)

ED 263 946 JC 850 595 ED 203 940
Samuels, Frank
Closing the Door: The Future of Minorities in
Two-Year Institutions.
Pub Date—7 Nov 85
Pub Date—7 Nov 85

Pub Date—/ Nov 53 Note—319; Paper presented at the National Adult Education Conference of the American Associa-tion for Adult and Continuing Education (Mil-waukee, WI, November 6-10, 1985).

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Pustage.
Descriptors—\*Access to Education, \*Affirmative
Action, College Admission, College Faculty, College School Cooperation, \*Community Colleges,
Educational Quality, \*Enrollment Trends, Equal
Education, Financial Support, \*Minority Groups,
Open Enrollment, School Demography, Student
Financial Aid, Two Year Colleges

Overent social economic, and noticy trends

Current social, economic, and poucy trends threaten to erase the gains in educational access and attainment minorities have made since 1960. The attainment minorities have made since 1960. The educational reform movements of the past two decades reinforced the concepts of equity and opportunity, but in the face of financial exigency and retrenchment, driven by state legislatures and public pressures, there is a heightened concern about education's role in the national economy, and the feeling has emerged that excellence has been eroded in the pursuit of equity. This paper explores the issues and trends of minority participation in the community college system in particular, and in higher education in general. In addition, strategies that community colleges can use to address the ishigher education in general. In addition, strategies that community colleges can use to address the issues are suggested. The paper focuses on: (1) the impact of minority population increase on the community college; (2) minority enrollment patterns; (3) equity and excellence; (4) selective admissions and competency testing; (5) financial sid; (6) the role of secondary schools in fostering minority access and (7) the role of minority morfessionals. Concess and (7) the role of minority morfessionals. Concess; and (7) the role of minority professionals. Con-cluding comments offer several objectives related to minority enrollment, retention and graduation rates, and significant minority presence at all levels of the institution. A bibliography is included. (EJV)

ED 263 947

JC 850 597

In the Words of the Faculty: Perspectives on Improving Teaching and Educational Quality in Community Colleges. The Jossey-Bass Higher

Education Series. Report No.—ISBN-0-87589-669-3 Pub Date—85

-311p.; Published in cooperation with the ERIC Clearinghouse for Junior Colleges.

Available from—Jossey-Bass Inc., Publishers, 433

California Street, San Francisco, CA 94104

- Books (010) - Reports - Descriptive (141)

(141)
Decument Not Available from EDRS.
Descriptors— \*College Faculty, \*Community Colleges, Counselors, Educational Improvement, \*Educational Quality, \*Faculty College Relationship, Instructional Improvement, Minority Groups, \*Teacher Attitudes, Teacher Background, Teacher Effectiveness, Teacher Response, Two Year Colleges. Year Colleges

Year Colleges
Designed to help community college governing
boards, administrators, and faculty leaders to understand how qualitative issues within their colleges
interact with broader societal, economic, and demographic issues, this book draws from two studies
using in-depth phenomenological interviewing to
provide a profile of faculty concerns, characteristics,
and recommendations. The volume addresses the
following tonics: (1) chapting conditions in commuand recommensations. The volume addresses the following topics: (1) changing conditions in commu-nity colleges; (2) interviewing the faculty to dis-cover what they really experience and do; (3) the deepening conflict between vocational and liberal education; (4) diminished faculty relations and collegial support; (5) facing the obstacles to improved teaching; (6) balancing commitment to students with other professional responsibilities; (7) English and humanities faculty's particular struggle to im-prove students' writing and critical thinking; (8) math and science faculty's special challenge to make up for students' weak educational backgrounds; (9) the concern of social science faculty with teaching material that merges theory with students' lives; (10) the issue of bridging vocational and general education that faces career education faculty; (11) minority faculty members' concern with achieving equity; (12) community college counselors' percepof the issues of morale and professional statu (13) how to work with and support the faculty; and (14) recommendations to strengthen teaching and ching and enhance educational effectiveness. (LAL)

ED 263 948 IC 850 598 Kintzer, Frederick C.

An Evaluation of a Data Base on Statewide Articu lation and Transfer Agreements. Sabbatical Leave Report, Spring 1985. California Univ., Los Angeles. Graduate School of

Education Pub Date—Sep 85

Pub Date—Sep 85
Note—379.
Pub Type— Information Analyses (070) — Reports
- Descriptive (141)
EDRS Price - MF01/PC02 Plas Postage.
Descriptors—"Articulation (Education), "Community Colleges, Educational Assesament, "Educational Trends, "Intercollegiate Cooperation, Postsecondary Education, "Statewide Planning, "Transfer Policy, Transfer Programs
This report evaluates and expands a database on statewide articulation and transfer agreements, and provides an updated taxonomy of types of agreements. Initial sections outline the purpose and procedures of the articulation study. Next, a taxonomy of statewide agreements is presented for the years of statewide agreements is presented for the years 1972, 1976, and 1985. The agreements are catego-rized as belonging to one of four types: formal and legally-based guidelines and policies; state system policies; voluntary agreements between institutions or within states; and states specializing in vocational-technical credit transfer. Following a historical overview of statewide articulation and transfer efforts, the paper presents summaries of developments in the following target states: Arizona, California, Florida, Hawaii, Illinois, Massachusetts, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Washington, and Wyoming. Finally, concluding comments discuss the signifi-cance of the results. (LAL)

ED 263 949 JC 850 599

Farilla, Robert E.
Gladly Would They Learn and Gladly Teach.
Southern Association of Community and Junior
Colleges Occasional Paper, Volume 4, Number 1.
Southern Association of Community and Junior

Colleges. Pub Date-Jan 86

Note-6p.

Note-bp.
Pub Type— Opinion Papers (120) — Collected
Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Faculty, College
Instruc-

Descriptors—\*College Faculty, College Instruc-tion, \*Community Colleges, \*Faculty Develop-ment, Job Enrichment, \*Professional

ment, Job Enrichment, \*Professional Development, Professional Training, Research, Research Opportunities, \*Scholarship, Teacher Burnout, \*Teacher Improvement, Two Year Colleges, Writing for Publication
American higher education has isolated the enterprise of basic research and relegated it to the university, while simultaneously insulating the craft of teaching from the scholarship that nourishes it by identifying certain colleges, community colleges. identifying certain colleges, community colleges in particular, as "teaching" institutions. From the start, community colleges have not required that their faculty conduct research or publish in subject-matter areas. In fact, the heavy teaching loads required in community colleges leave teachers without the time or perhaps even the incentive to conduct scholarly research. Few community college faculty members have been able to keep abreast of their disciplines, and they enjoy fewer opportunities than their four-year college counterparts to participate in professional activities. Consequently, faculty burnout is becoming the new academic disease, as faculty members teach from year to year without significant professional development. While there are currently many faculty development programs, most place emphasis on how to teach rather than on what to teach, affording little support for scholarly activities. Community colleges need to define a ject-matter areas. In fact, the heavy teaching loads wnat to teach, affording little support for scholarly activities. Community colleges need to define a middle ground, blending subject-matter research with pedagogical scholarship, in order to promote intellectual revitalization, to engage the community as a resource, and to provide field experience for students. Such a program has been developed at Montgomery College (MC) in Maryland, where faculty receive support for activities such as retiries for monogomery Courses (NCC) in many sauch, where ac-ulty receive support for activities such as writing for publication, participating in performing arts, creat-ing an artistic work, or holding a major office in a professional organization. In this way, MC is as-sured of having expert teachers, who are also ex-perts in their fields. (EJV)

ED 263 950 JC 850 600

Smith, Alan D. Statistical Comparison of Gender Differences as Stopouts/Dropouts in the Two-Year Colleges. Pub Date—[79]

Note-36p. Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Academic Persistence, Age, Community Colleges, Comparative Analysis, \*Dropouts, Females, Males, \*Nontraditional Students, \*Sex Differences, Two Year Colleges, \*Two Year

College Students Identifiers—\*University of Akron OH

College Students
Identifiers—"University of Akron OH
In 1978-79, a study was conducted of students
enrolled in the Community and Technical College
at the University of Akron to test for discriminative
relations between male and female students, nontraditional (25 years of age and older) and traditional
students, and persisters and nonpersisters. A questionnaire distributed to students who were enrolled
in fall 1978, and either returned or failed to return
for the spring 1979 semester, yielded response rates
of 21% for nonpersisters and 28% for persisters.
Study findings included the following: (1) 90.1% of
the nonpersisting traditional students were seeking
an associate degree, compared to 72.5% of the nontraditional students; (2) in comparison to traditional-aged persisters, nontraditional persisters
tended to be more satisfied with the university, enrolled more often in evening classes and on a
part-time basis, enrolled for less hours, and lived
closer to the school; and (3) respondents had higher
achievement test scores and high school grade point
averages, and enrolled for more course work than
nonrespondents. A three-page reference list and extensive data tables are appended. (LAL)

JC 850 601 outhwick, Paula S. mity Health Workers. Curriculum for Commu Pub Date—29 Oct 85

Pub Date—29 Oct 85
Note—15p.; Graduate seminar paper, University of
California at Los Angeles.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Allied Health Occupations Education, College Curriculum, \*Community Health Services, Course Content, Curriculum Design, Curriculum Development, Health Education, Health Personnel, Health Services, \*Outreach Programs, Postsecondary Education, Programs, Postsecondary Education Identifiers—Arizona (Pima County)

The Community Outreach Currie ulum described The Community Outreach Curriculum described in this paper is designed to prepare community health aides employed through the Outreach Department of Pinna County (Arizona) Indian Health Inc., (PCIHI), which consists of two medical clinics on two separate reservations. The first sections of the paper describe PCIHI, provide a rationale for the curriculum based on the rising community health needs of the Indian population of Pinna County, offer a statement of goals and objectives for the curriculum, and describe the students for whom the curriculum is intended. Next, brief descriptions the curriculum is intended. Next, brief descriptions of the following courses offered in the curriculum are given: (1) Traffic Safety; (2) Patient Vital Signs; (3) Charting; (4) First Aid; (5) Cardio-Pulmonary Resuscitation; (6) Hygiene; (7) Diet; (8) Venereal Disease; (9) Contraception; (10) Health in Prepanancy; (11) New Baby Care; (12) Parasites; (13) Home Bound Patients; (14) Diabetic Teaching; (15) Hypertension; and (16) Substance Abuse. The final sections of the paper examine issues related to the implementation of the curriculum, evaluation criteria for each of the curricular objectives, and procedures for curriculum revision. (LAL) the curriculum is intended. Next, brief descriptions

JC 850 603 ED 263 952 Stetson, Nancy E. Development of a

Development of a Cost-Effective Model That California Community College Districts Can Use to Compare Their Costs with Those of Similar Districts. Pub Date-Jul 85

Pub Date—Jul 85
Note—140p.; Ed.D. Major Applied Research
Project, Nova University.
Pub Type— Dissertations/Theses - Undetermined
(040) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Budgets, "Community Colleges,
"Comparative Analysis, "Computer Oriented
Programs, Cost Effectiveness, "Educational Finance, Models, Operating Expenses, Program
Costs, "School District Spending, Two Year Col-

leges Identifiers—\*California

Identifiers—"California
A project was undertaken to develop a model for
establishing normative costs and budget guidelines
for California's community colleges. The model was
developed using adaptations of microcomputer softwar and tested using data from the Chancellor's
Office of the California Community Colleges and

from the Marin Community College District (MCCD). Conclusions drawn regarding MCCD included the following: (1) compared with similar districts in 1982-83, MCCD exhibited wider differences in its ratios to total operating costs for costs of instruction and instructional services, and maintainance and operations, than it exhibited in its ratios to total operating costs for costs of student services, and general services; (2) MCCD experienced a .71% change in average daily attendance from 1977-78 to 1982-83, while similar districts experienced a 9% to 10% change; and (3) compared from 1977-78 to 1982-83, while similar districts experienced a 9% to 10% change; and (3) compared with other districts, MCCD exhibited a 2% to 28% larger ratio of assignable square feet to average daily attendance, which may have influenced MCCD's cost of maintenance and operations. The study results showed the model to be a cost effective way for community college districts to compare their costs with similar districts on an average basis. The study report includes a review of related literature, a description of the model, and data tables exhibiting comparative financial statistics. (EJV)

JC 850 604

ED 263 953

JC 850 604

Hoffman, Bewerly Lucax, John A.

Evaluation of Response to Inquiries Made to the
Office of Student Outreach, Research Report
Series Volume XIV, No. 1.

William Rainey Harper Coll., Palatine, Ill. Office of
Planning and Research.

Pub Date—16 Sep 85

Notes 148

Pub Type— Reg Tests/Questionn - Reports - Evaluative (142) -

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Community Colleges, \*Information Needs, Information Utilization, \*Outreach Pro-grams, \*Participant Satisfaction, Program Evalua-tion, School Publications, Surveys, Two Year

Colleges Identifiers

Colleges

Colleges

Colleges

Colleges

College IL

In spring 1985, the Office of Student Outreach at
William Rainey Harper College (WRHC) in Illinois
initiated a study to determine the effectiveness of
their responses to telephone and mail inquiries for
information about the college. A survey was mailed
to a sample of 420 inquirers, asking about their information needs, their evaluation and use of the
materials they received, their unmet information
needs, their preferred types of information sources,
and their age and earrollment status. Study findings,
based on a 70% response rate, included the followbased on a 70% response rate, included the follow-ing: (1) over 90% of the inquirers received informa-tion from WRHC within 2 weeks of their request; tion from WRHC within 2 weeks of their request; (2) 62% wanted information about a specific academic course or program; (3) 98.7% received some sort of material from the college, with 83% getting a catalog and 50% an application form; (4) 96% described the material they received as helpful and informative; (5) 34% had been prompted to contact WRHC by a friend or relative; (6) when asked what needed information had not been supplied, 21% mentioned the schedule of classes and 16% the names of contact persons; (7) as a result of receiving mentioned the schedule of classes and 16% the names of contact persons; (7) as a result of receiving the literature, 26.6% said they decided to enroll at WRHC; (8) 83% preferred to learn about WRHC through mail to their homes; and (9) about 23% of the inquirers had not discussed the material they received with anyone, but of those who did, 90% discussed it with friends or relatives as opposed to professional contacts. The survey instrument is appended. (I.A.1) professional contacts. The survey instrument is ap-pended. (LAL)

ED 263 954

JC 850 605

Lucas, John A. Six Year Follow-Up Study of 1976-1978 Alur and Stopouts. Research Report Series Volu

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research. Pub Date—2 Dec 85

Pub Jack Note—69p. Pub Type— Reports - Research (143) — Testa/ Questionnaires (160) — Numerical/Quantitative

Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Graduates, College Transfer Students, Community Colleges, Dropout Research, \*Dropouts, Education Work Relationship, Employment Patterns, Followup Studies, Graduate Surveys, \*Outcomes of Education, Participant Satisfaction, Two Year College, \*Two Year College Students, Vocational Education, Vocational Education, Vocational

Pollowup Sentifiers—William Rainey Harper College IL In summer 1984, a follow-up study was conduct Identifiers

in Illinois at William Rainey Harper College (WRHC) of the stopouts and transfer and career program alumni who left WRHC between 1976 and 1978. The study sought to assess the long-term impact of WRHC on its students. A mailed survey and follow-up telephone calls to 1,294 former students yielded a 50% response rate. Study findings included the following: (1) 78.5% of the alumni and 16.5% of the stopouts were employed full-time. cluded the following: (1) 78.5% of the alumni and 76.5% of the stopouts were employed full-time; (2) unemployment rates for all groups were less than 3%; (3) 60% of the career alumni remained in fields closely related to their major at WRHC, compared to 38% of the transfer alumni and 33% of the stopouts; (4) about 10% to 15% of each group was enrolled in college at the time of the survey; (5) alumni had higher amount salaries than rolled in college at the time of the survey; (5) alumni had higher job levels and higher annual salaries than stopouts; (6) 81% of the transfer alumni and 43% of the other groups had attended another college; (7) 69% of transfer alumni achieved a bachelor's degree; (8) all groups said they received the least help from Harper in managerial skills; (9) classroom and clinical/internship experiences were considered the most helpful; and (10) a large number of former students indicated the theorems willing to help most neighble and (10) a large number of former students indicated that they were willing to help WRHC in a variety of ways. Detailed results are presented in statistical tables; the survey form is appended. (LAL)

ED 263 955

JC 850 606

Lucas, John A.
Student Characteristics as Compared to the Com-munity Profile. Research Report Series. Volume

manny From. No. 3.
XIV, No. 3.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
Pub Date—15 Nov 85

Note-35p.; The appendix is printed on colored pa-

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160) — Numerical/Quantitative Questionnai Data (110)

Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Community Characteristics, Community Colleges, Continuing Education, \*Educational Trends, \*Enrollment Influences, School Surveys, \*Student Characteristics, Student Recruitment, Two Year College, \*Two Year College Students

lege Students
Identifiers—William Rainey Harper College IL
In fall 1984, a study was conducted in Illinois at
William Rainey Harper College (WRHC) to provide
a student profile for general information purposes,
to gather data not available on the college's automated student data file, and to analyze WRHC's mated student data file, and to analyze WKHC's marketing outreach. Surveys were mailed to random samples of 500 degree credit students and 300 continuing education students, yielding response rates of 85% and 81%, respectively. Study findings included the following: (1) most of the demographic characteristics of students had remained constant over the last 5 to 10 years; (2) the average age of continuing education students was consistantly growing older; (3) fewer students were interested in bus transportation. bus transportation or car pooling each year; (4) when student enrollment dropped substantially in fall 1984, the decline affected equally all segments of the student population; (5) the physical presence of the campus and the influence of friends and relatives were major factors in first getting residents' attention; (6) direct mailings to residents' homes continued to be more effective in attracting continuing education students than degree credit students; and (7) students were more apt to be registered to vote and to have voted in the November 1984 presidential election than the general population. De-tailed results are presented via extensive statistical tables; the student characteristics questionnaire is appended. (LAL)

JC 860 001 Moore, Kathryn M. Twombly, Susan B.
Administrator Mobility: Crossing the Boundary
between Two-Year and Four-Year Colleges and

Universities.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Spons Agency—EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Teachers Insurance and Annuity Association New York. tion, New York, N.Y. Pub Date-Jan 85

Pub Date—Jan o.5 Note—25p. Pub Type— Reports - Research (143) EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Administrator Characteristics, \*Administrators, Administrator Selection, Career De-

velopment, \*College Faculty, Colleges, Community Colleges, \*Employment Patterns, Higher Education, National Surveys, \*Occupational Mobility, Postsecondary Education, Professional Development, Two Year Colleges, Universities In 1981, a national survey entitled Leaders in Transition was conducted to determine biographical and employment information about upper-level administrators at four-year colleges, as well as information about job characteristics and issues facing administrators and their institutions. The sample consisted of approximately 4.000 administrators consisted of approximately 4,000 administrators from a total population of 20,000 administrators in 1,600 institutions. Study findings were used to investigate the question of institutional crossover, i.e., the specific situation in which current four-year colthe specific situation in which current four-year college and university administrators were previously employed at a two-year college. Of the 2,896 respondents to the survey, 170 (5.8%) had at one time held at least one position at a two-year institution. Responses from this group indicated: (1) the largest percentage of two-year college crossovers (52.9%) were currently employed in liberal arts colleges, compared to 39.8% of the general sample; (2) barely 10% of the institutional crossovers were employed in doctoral-granting institutions; (3) the administrative positions most frequently held by two-year college personnel were student affairs officer (8.8%), registrar (7%), dean of continuing education (6%), chief academic officer (5%), and head librarian (5%); (4) like the general sample, the crossover group was (4) like the general sample, the crossover group was comprised mostly of males, between 35 and 50 years of age, who held associate or full professor ranks; (5) the crossover group was better educated than their administrative peers; and (6) in comparison to administrative peers; and (b) in comparison to crossover men, crossover women were more likely to hold two-as opposed to three-degrees, were em-ployed in a smaller number of positions, were more likely to have a mentor, and were younger. A litera-ture review on faculty and administrator mobility is included. (EJV)

ED 263 957

Smith, Alan D.

Occupational Education and College: Parallel Programs of the Two-Year College: Transfer and Credit Articulation Controversy.

Pub Date-[84]

Note—32p.

Note—32p.

Pub Type— Information Analyses (070) — Reports

Note—sp.
Pub Type— Information Analyses (1979)
Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Articulation (Education), Colleges,
\*College Transfer Students, Community Colleges,
Education. \*Intercollegiate Cooperation,
\*\*Intercollegiate Cooperation.\*\* Higher Education, "Intercollegiate Cooperation, Postsecondary Education, School Business Relationship, "Transfer Policy, "Transfer Programs, Two Year Colleges, Universities, "Vocational Ed-

A review is provided of current developments problems, and issues in the areas of articulation and transfer between two- and four-year colleges. First, a discussion is provided of the nature of the two-year college and its curriculum, with particular emphasis on general education and on the effects of emphasis on general education and on the effects of a communing student body on the curriculum. Next, college-parallel and occupational programs are con-trasted in terms of their historical place in the cur-riculum and enrollment trends. The next section addresses major problems of transfer and articula-tion, looking at the particular difficulties faced by occupational students, internal problems posed by property of the pr general education requirements, and the reverse transfer trend. Following a working definition of articulation, the paper considers issues related to the formation of policy for articulation and transfer and presents a series of case studies illustrating projected institutional policies for the transfer of credit that would facilitate a working definition of articula-tion. A three-page bibliography concludes the pa-

JC 860 003

Staples, Katherine And Others
ACC Study Guide Series, II.
Austin Community Coll., TX. Rio Grande Campus.

Pub Date-85 Note-9p.; A joint project of the Humanities Division and Learning Resources Center-Rio Grande Campus. For the first series of ACC Study Guides, see ED 234 869.

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01/PC01 Plus Postage. Descriptors— Business Correspondence, Community Colleges, \*Information Sources, \*Library Skills, \*Literature Reviews, Student Research,

Study Guides, Study Skills, \*Test Wiseness, Two

Study Guides, Study Skills, Test Wiseness, I wo Year Colleges, \*Writing Skills

This series of one-page study guides offers helpful hints and tips to students on the art of successful studying. The guides in this collection include: (1) Improving Your Test-Taking Skills, which covers preparing for tests, reducing test anxiety, and things to do upon receiving a test and before turning in a test; (2) Strategies for Test Questions, which offers suggestions for answering objective and essay questions and for solving problems; (3) Fluding Book Reviews, which suggests a variety of indexes and resources; (4) Finding Literary Criticism, which covers general sources and those for novels, short stories, poetry, and drama; (5) Writing about Litera-ture, which comments on audience, getting started, ing and supporting a thesis, and writing well; (6) Writing Effective Business Letters, which identifies the parts of a letter and discusses purpose, style, and format; and (7) Biography-Information abo Person, which lists general and specialized biographical sources. (EJV)

JC 860 004 ED 263 959

Weeks, Ann A.

Student Opinion Survey.
Dutchess Community Coll., Poughkeepsie, N.Y.
Pub Date—Nov 85 Note-75p.

Pub Type- Reports - Research (143) - Tests/ Pub Type— Reputs
Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.

EDRS Price - MF01/PC03 Plus Postage.

\*\*Participant\*\*

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Colleges, \*Participant Satisfaction, Questionnaires, School Surveys, \*Student Attitudes, \*Student Characteristics, Two Year Colleges, \*Two Year College Students Identifiers—Dutchess Community College NY As part of a larger State University of New York study, a survey was conducted by Dutchess Community College (DCC) to gather information from students regarding the availability and quality of programs and services at DCC. An in-class survey, conducted to provide the most representative sample, yielded responses from 760 students in 56 classes for a 92% response rate by class. Study findclasses for a 92% response rate by class. Study find-ings included the following: (1) overall, students felt the quality of education at DCC was excellent or good and that the services were satisfactory; (2) students expressed desires for improvements in campus lighting, parking, advisement, registration, and course availability; (3) full-time students stated intentions to transfer to four-year colleges and the pursuit of associate degrees as their first and second priorities, while part-time students indicated the same goals in reverse order; (4) convenient location, low cost of attending, desired courses offered, and the opportunity to continue working while attend-ing were the major reasons both full- and part-time students selected DCC; and (5) although full- and part-time students shared certain characteristics, the two groups were found to be distinctly different markets, composed of different market segments. The study report includes portraits of "typical" stu-dents, provided for full- and part-time students; female and male students; students under 23 years of age, between 23 and 29, and over 29; minority students; and students with a grade point average less than 2.0. The questionnaire and student comments are also included. (EJV)

ED 263 960 JC 860 006

Department of Industrial Health and Saftey Pro-motion: Curriculum Plan, Pub Date-Nov 85

Brody, Carmen

Pub Date—Nov 85
Note—13p.; Graduate seminar paper, University of California at Los Angeles.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Curriculum Design, Health Activities, Health Education, "Inplant Programs, Inservice Education, "Labor Education, "Nonschool Educational Programs, "Occupational Safety and Health, "Safety Education
The industrial health and safety promotion curriculum described in this paper is intended for an industrial manufacturing plant employing approximately 10,000 people. The paper begins by describing the plant and the workers for which the curriculum was designed. Next, a rationale for havcurriculum was designed. Next, a rationale for hav-ing a Department of Industrial Health and Safety ing a bepartment of industrial results and Safety program within the organization is presented, high-lighting the importance of employees' understand-ing of their rights and responsibilities regarding their own health and safety. The department's goals are stated next (i.e., to encourage all levels of em-

ployees, from executive to assembly line, to reduce the number of health and safety hazards in the workplace; to develop health and safety programs; and to encourage employees to maintain healthful lifestyles), followed by a listing of specific objectives lifestyles), followed by a listing of specific objectives to be attained through employee participation in the curriculum. After identifying the groups for whom the curriculum was developed, the paper provides an annotated list of required and optional courses, which include "Safety on the Job," "Natural Disasters," "Handling Fires," "The Injured Employee," "Environmental Hazards," "The Purpose of Immunizations," "Nutrition and Good Health," "Exercising for Health," "Coping with Stress," "Substance Abuse," and "Parenting." Procedures for implementing the curriculum are outlined next, followed by information on evaluating the achievement of by information on evaluating the achievement of curricular objectives and curriculum revision. (EJV)

JC 860 007 ED 263 961 Rushing, Joe B.
Community Colleges: Institutions of the Past or for

the Future? Pub Date—8 Nov 85

Pub Date—8 Nov 85
Note—10p; Paper presented at the Annual Convention of the Florida Association of Community
Colleges (36th, Tampa, Ft., November 6-9, 1985).
Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—°Community Colleges, \*Educational
Assessment, \*Educational Change, \*Educational
Trends, \*Futures (of Society), Institutional Evalu-

Assessment, "Educational change," Educational Trends, "Futures (of Society), Institutional Evaluation, Policy Formation, Relevance (Education), Two Year Colleges
The history of the community college is a source of pride and satisfaction for those who have been

of pride and satisfaction for those who have been involved in the movement. Among their past achievements community colleges can count their role in democratizing higher education, opening the door to economic improvement, facilitating the social assimilation of immigrant groups, and giving visibility and dignity to career education and to the world of work. If community colleges are to become institutions for the future, several changes will be required. Community colleges must not only re-spond and adapt to societal change, but take the initiative to bring about needed changes. They must live up to their reputations as teaching institutions without losing contact with relevant research. Intel-lectual integrity also must be on the agenda for the future, so that community colleges can be confident about the quality of their work, particularly when competing with universities. In addition, the future compenny with universities. In addition, the reture requires maintaining important philosophical and practical characteristics, including open access, per-sonal attention and service, and responsiveness to the community. The choice between whether community colleges will be institutions of the past or colleges for the future rests in the hands of those who are a part of community colleges today. (EJV)

ED 263 962 TC 860 008

Bordner, Marsha S.
Early Assessment of High School Juniors' College Skills. Clark Technical Coll., Springfield, Ohio.

Clark Technical Coll., Springfield, Ohio.
Pub Date—[85]
Note—10p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Articulation (Education), "College School Cooperation, Community Colleges, High Schools, "High School Students, Language Tests, Mathematics Tests, Program Descriptions, Student Placement, "Testing Programs, Writing Evaluation
In response to low collegeactions, control of the collegeaction of the

In response to low college-going rates and low persistence rates of college students, Clark Techni-cal College (CTC) initiated the High School Liaison cal College (CTC) initiated the High School Liaison Project to improve articulation between the college and local schools. The project served as an umbrella for several related activities, including a program for assessing the potential college skills of high school juniors. CTC's role in the state-supported testing program was to encourage all area schools to participate, to promote high levels of participation among the students, to work with Ohio State University to develon a more discripinating diagnostic test for develop a more discriminating diagnostic test for math skills, and to identify an appropriate test for cost effectively assessing students English skills. The results of the early assessment program have included: (1) a 73% increase in senior math enrollments; (2) a decrease in the number of students needing remedial math courses from 34% in fall

1983 to 25% in fall 1984; (3) participation by 26 of 29 high schools in CTC's service area; (4) encouragement of students to take college-preparatory English courses rather than general ones; and (5) continuing interest in program participation by all of the schools involved in 1984-85. This description of CTC's involvement in the early assessment program presents information on the use of the Written English Expression Placement Test, including an outline of testing and feedback procedures for students and schools. (EJV)

ED 263 963 JC 860 009

ED 263 963

Final Report.

Butte Coll., Oroville, CA.
Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC. Pub Date-Aug 85

Note-42p.; Prepared by the Design Team of Butte

ub Type— Reports - Evaluative (142) — Tests/Questionnaires (160) — Guides - Non-Classroom (055)

Tests / Questionnaires (160) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Basic Skills, Community Colleges, "Developmental Studies Programs, "Evaluation Methods, Institutional Evaluation, "Program Evaluation, Remedial Mathematics, Remedial Programs, Remedial Reading, Writing Instruction
A description is provided of a pilot study conducted at Butte College to develop and test evaluation procedures for the college's remedial and developmental reading, English, and mathematics programs as they existed at Butte College in 1983-84; (2) a demographic description of the students who were assessed and enrolled in Butte College remedial English classes in 1982-83; (3) an examination of the improvement in basic skills of students enrolled in developmental reading and mathematics classes; (4) an evaluation of the and mathematics classes; (4) an evaluation of the success of remedial English students in subsequent Butte College courses; and (5) a retrospective study of the success of students who were enrolled in remedial classes at Butte and later transferred to California State University, Chico. Part II of the report details the methodology, assumptions, and criteria employed for each of the five components of the study. Part III summarizes the results of the project, discusses the strengths and weaknesses of the pro-cess, and offers conclusions and recommendations. (Author/LAL)

ED 263 964 JC 860 012

ED 263 964 JC 860 012 Cloutier, Lucinda Robinson Adult and Continuing Education Unit Self-Evalua-tion: Annual Report, 1984-1985. Gateway Technical Inst., Kenosha, WI. Research and Planning Services.

Pub Date-Aug 85

Pub Date—Aug 85
Note—36p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Administrator Attitudes, \*Adult Education, \*Adult Students, Community Colleges, \*Continuing Education, Economic Development, Enrollment, Evaluation Methods, Program Evaluation, School Business Relationship, Self Evaluation (Groups), \*Student Attitudes, Student Characteristics, \*Teacher Attitudes, Two Year Colleges

Attitudes, Two Year Colleges
For the 1984-85 annual evaluation of the Adult and Continuing Education (ACE) Program, Gateway Technical Institute (GTI) elected to use the self-evaluation model developed by the Wisconsin state ACE Task Force. Students, instructors, administrators, program coordinators, and advisory committee members were surveyed to identify program strengths and the concerns of each group. Study findings, based on responses from 45.4% of the students (N=303), 69.9% of the instructors the students (N=303), 69.7% of the instructors (N=28), and 60.9% of the advisory committee members (N=28), and 60.9% of the advisory committee members (N=28), included the following: (1) strengths identified by students and instructors were found among instruction and curriculum indicators; (2) administrators cited the sexual fairness of district publications, accessibility of programs and courses, and the ability cessionity or programs and courses, and the ability to reach special groups as program strengths; (3) student concerns were concentrated on facilities, the registration process, and the adequacy of course selection; (4) instructors indicated emergency prep-aration, course content consultation, and supervisor evaluation as their concerns; and (5) administrators were concerned primarily with the lack of an ACE marketing plan. In addition to the self-study, the ACE's annual evaluation looked at economic development activities and direct services to business and industry, as well as at traditional evaluation criteria of student demographics, course offerings, and enrollments. Data tables and the survey instruments are included. (EJV)

ED 263 965

JC 860 013

ED 263 965

Gloutier, Lucinda Robinson
Faculty and Staff Computer Literacy Needs Assessment: A Report on Survey Results.
Gateway Technical Inst., Kenosha, WI. Research and Planning Services.
Pub Date—Nov 85
Note—Sop.; Prepared for the Personnel Development Coordinator.
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF6L/PC02 Plus Postage.
Descriptors—\*College Faculty, Community Colleges, Computer Assisted Instruction, \*Computer Literacy, Computer Assisted Instruction, \*Computer Literacy, Computer Programs, Computers, Needs Assessment, \*Professional Development, Questionnaires, \*School Personnel, School Surveys, Staff Development, Teacher Attitudes, Two Year Colleges
As a first step in developing a comprehensive professional development program and operational activities at Gateway Technical Institute (GTD) in Wisconsin, a faculty and staff computer training survey was conducted. A questionnaire was distributed to 411 faculty and staff members to establish a general interest level; gauge the current level of computer literacy; assess current and anticipated computer use and applications areas; determine the parameters for addressing computer training needs; and identify faculty and staff characteristics. Study findings, based on a 73% response rate, included the following: (1) 182 of the 303 respondents indicated that they were currently using the computer facilities at Gateway, and 147 of these were making use of microcomputers; (2) nearly 33% said they owned a microcomputer; (2) nearly 33% said they owned a microcomputer; (2) nearly 33% said they owned a microcomputer; (3) 69.3% of the 114 respondents who did not use computers in the future; and 4) about half of the faculty currently incorporated computers using instructional programs. The study report includes recommendations for appropriate staff development activities to meet faculty/staff interests and needs. The survey instrument is appended. (EIV) terests and needs. The survey instrument is appended. (EJV)

ED 263 966 JC 800 U. Corelli, Nicholas J. And Others Health Occupations Trends and Issues: Issue Pa-JC 860 014

per. Gateway Technical Inst., Kenosha, WI. Research and Planning Services. Pub Date—Aug 85

and Planning Services.
Pub Date—Aug 85
Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Allied Health Occupations, \*Allied Health Occupations Education, Community Colleges, Employer Attitudes, \*Employment Patterns, Health Education, \*Health Services, Labor Needs, Nurses, Nurses, Aides, \*Nursing Education, Occupational Surveys, Two Year Colleges, Vocational Education
A study was conducted to identify the trends occurring within the health service industry and their impact on the providers of health care; determine shifts or emerging occupational areas within health services; and assess local health service providers' staffing patterns and anticipated needs. The study involved meetings with local hospital representatives and nursing home administrators, and surveys of medical offices and home health care agencies. Study findings included the following: (1) health care management has been in a mode of personnel reductions and cost containment, thereby tying employment opportunities for registered nursing graduates directly to personnel turnover; (2) recent changes in patient care have expanded the nurse's role to now include diagnosis, physical assessment, and therapeutic use of interpersonal interactions; (3) continuing education will be in high demand as nurses adapt to new technologies, an expanding knowledge base, growing emphasis on wellness, and the rising number of elderly people with chronic diseases in long-term care setting; (4) the staffing patterns of hospitals and nursing homes indicated

that practical nurses were not being replaced as turnovers and layoffs occurred; and (5) a need was demonstrated for a Homemaker/Home Health Aide program. Recommendations for curriculum development are included. (EJV)

JC 860 015

Yang, Shouu-Chyuan
The Single Sample Chi-Square Test: Lesson Plan.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.

Pub Date—85

Note—24p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Data Interpretation, Instructional Materials, Learning Modules, \*Statistical Analysis, Teacher Developed Materials, Two Year Colleges

Identifiers—\*Chi Square Test

This lesson plan is designed to enable a student, after 50 minutes of instruction, to define the single sample chi-square test and explain the three conditions necessary to its proper use and the purpose of sample chi-square test and explain the three conditions necessary to its proper use and the purpose of using it. The student will also be able to calculate and apply the single sample chi-square test in class according to the five steps with the given data. The lesson plan includes information on the course for which the lesson was designed; references; requirements for student materials, equipment, and audiovisual sids; lesson objectives; and special remarks for the instructor. Next, the plan presents a transcript of the informational content of the lesson, which provides time allocation suggestions and a key to the use of instructional methods and aids. The bulk of the lesson plan consists of handouts containing information, exercises, and assignments; and transparency masters. (EJV)

JC 860 016

Havlic, Susanne And Others Follow-Up Study of Former Journalism Students, 1969-1984. Research Report Series Volume IV,

No. 4.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
Pub Date—10 Dec 85
Note—35p.

Pub Date—10 Dec 85
Note—35p.
Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Graduates, College Transfer
Students, Community Colleges, Education Work
Relationship, "Employment Patterns, Followup
Studies, Graduate Surveys, Job Placement, Journalism, "Journalism Education, "Outcomes of
Education, "Participant Satisfaction, Questionnaires, Seff Evaluation (Groups), Two Year Colleges, Two Year College Students, Vocational
Followup
Identifiers—\*William Rainey Harper College IL
As part of the overall evaluation of the journalism
rogram at William Rainey Harper College
(WRHC) in Illinois, a follow-up survey of former
students was conducted to determine current activities and perceptions of the program. Questionnaires

ties and perceptions of the program. Questionnaires were mailed to 236 of the 310 students who had, for ties and perceptions of the program. Questionnaires were mailed to 236 of the 310 students who had, for the most part, passed three or more journalism classes, yielding a response rate of 52%. Study findings included the following: (1) after an average of 7 years since leaving WRHC, 70% of the respondents were employed Pull-time and another 16% were employed part-time; (2) among the employed respondents, 55% were working in a field at least closely related to journalism, as compared to the collegewide average of 69% for career alumni; (3) of the 57 working alumni who were not employed in a journalism-related field, 24 had once worked in the field and many commented that their journalism background had value for their present endeavor; (4) the average full-time annual salary of the journalism students was very similar to that of all career alumni; (3) 47.5% of the respondents indicated that they had not met their career goals at all; (6) 73.5% continued their education after leaving WRHC, and 49% had achieved a bachelor's degree; and (7) 66% of the employed respondents found their jobs on their own, as compared to 44% of the career alumni as a whole. The study report includes student comments and the questionnaire. (EJV)

EAJ 263 969 JC 860 017
Processes for Implementing the New Admissions
Requirements in Community Colleges.
Illinois Community Coll. Board, Springfield.
Pub Date—6 Dec 85

Note—7p.; Discussed as Agenda Item 14 at a Meeting of the Illinois Community College Board (Springfield, IL, December 6, 1985).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Standards, \*Admission Criteria, \*Associate Degrees, \*College Admission, \*Community Colleges, Curriculum Development, Educational Policy, Equivalency Tests, General Education, Minimum Competencies, Remedial Instruction, \*Statewide Planning, Two Year Colleges Year Colleges Identifiers—\*Illinois

Year Colleges
Identifiers—"Illinois
On November 5, 1985, the Illinois Board of
Higher Education (IBHE) adopted a uniform set of
high school subject requirements for admission to
public university baccalaureate degree programs
and to public community college associate in arts
(AA) and associate in science (AS) degree programs. The specific high school subjects required for
admission effective fall 1990 are 4 years of English,
3 years of social studies, 3 years of mathematics, 3
years of social studies, 3 years of mathematics, 3
years of social studies, 3 years of mathematics, 3
years of social studies, 1990 are 4 years of English,
3 years of social studies, 3 years of mathematics, 3
years of social studies, 3 years of the service in foreign
language, music, or art. This report discusses procedures for implementing these requirements in community colleges. After exploring the advantages of
the admissions requirements, the problems yet to be
addressed and resolved are identified. Next, the report examines issues related to the establishment of
a formal program admissions process involving application for admission; assessment and review of
records; counseling, advising, and orientation; and
acceptance/non-acceptance. Then, the report
points to the need for each college to identify competency-levels in English, math, science, and social
science. The next sections look at decisions to be
made regarding acceptable alternatives for admission, the establishment of a "conditional" or "provisional" admissions category, and the possible need
to redefine remedial education and to re-evaluate
the college's AA and AS degree general education
requirements. Finally, the report identifies a number of unresolved issues that need to be addressed
system- and state-wide. (LAL)

ED 263 970

JC 860 018 Status Report on Associate Degrees Awarded by the Illinois Public Community Colleges: Discussion Draft.

Illinois Community Coll. Board, Springfield. Pub Date—18 Oct 85

Pub Date—18 Oct 85
Note—19p.; Discussed as Agenda Item 14 at a Meeting of the Illinois Community College Board (Springfield, II., October 6, 1985).
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptore (141)
EDRS Price - MF0L/PO1 Plus Postage.
Descriptors—\*Associate Degrees, Community Colleges, \*Degree Requirements, Educational Change, \*Educational Trends, General Education, Graduation Requirements, Two Year Colleges

leges Identifiers

Designed to generate discussion among commu-nity college faculty and administrators in Illinois, this report provides an examination of the associate degree as it has evolved in Illinois public community colleges, along with recommended guidelines and alternatives for further development. First, the realternatives for further development. First, the report reviews the current context of educational reform at national and state levels, suggesting that greater consistency and salience of the associate degree would be achieved nationwide if all two-year colleges adopted the definition and parameters set forth in the American Association of Community and Junior Colleges (AACJC's) October 1984 policy statement. Next, information is presented on the associate degree in Illinois. Trends in degree titles and types of awards are examined, indicating that currently nine different degree titles are used in the and types of awards are examined, indicating this currently nine different degree titles are used in the state. Problems and issues involved in reducing the number of awards in keeping with AACJC suggestions are identified. The next section focuses on graduation requirements for the associate degrees graduation requirements for the associate degrees awarded, presenting tables of general education re-quirements by college. Three trends in general edu-cation requirements are identified in the report: (1) a reduction in the number of courses students may select to meet the distribution requirement at both community colleges and public universities; (2) a renewed emphasis on basic skills; and (3) the appearance of requirements designed to provide graduates with an appreciation of other cultures. (LAL)

Scott, Anne Placement & Transfer Report, 1985. Broome Community Coll., Binghamton, NY. Pub Date—Dec 85 Note—139p.

Pub Type—Reports - Research (143) — Numeri-cal/Quantitative Data (110) — Tests/Question-

cal/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—\*College Graduates, \*College Transfer Students, Community Colleges, \*Employment
Patterns, Followup Studies, School Surveys, Two
Year Colleges, \*Two Year College Students
In October 1985, Broome Community College
(BCC) conducted its eleventh annual graduate survey. The survey was administered in-person during
graduation rehearsal, and also mailed to those who
did not attend rehearsal. Study findings, based on a
93% response rate, included the following: (1) 1183
students graduated from BCC as members of the
class of 1985; (2) 91% of the responding graduates
found employment (50%) or transferred to four-year
colleges or technical schools (41%); (3) only 6%
were unemployed, the lowest percentage in 11
years; (4) the average annual salary of the working
graduates was \$14,239, with a range between
\$6,968 and \$24,000; (5) among the employed gradnates, 85% went to work in Broome County or the
Southern Tier; (6) the top employers of BCC graduates were large industries in New York State, retail
stores in Broome County, and small businesses in
Broome County; (7) 61% of the respondents indicated that their current job was directly related to
their academic curricula; and (8) among the graduversity of New York system. Data tables showing
survey responses by program and the survey instrument are appended. (Author/EJY) survey responses by program and the survey instru-ment are appended. (Author/EJV)

ED 263 972

ED 263 972 JC 860 024

Romano, Richard, Comp.

A Statistical Profile of the Entering Class at

Broome Community College, Fall 1983: Student

Characteristics, Needs and Goals, Working Paper Series No. 1-48.

Broome Community Coll., Binghamton, NY. Inst.
for Community Coll. Research.

Pub Date—85

for Commun Pub Date—85

Broome Community Coll., Bunghamton, NY. Inst. for Community Coll. Research.

Pub Date—85
Note—34p.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Community Colleges, School Surveys, \*Student Educational Objectives, Two Year Colleges, \*Two Year College Students
Broome Community College (BCC) is developing a series of questionnaires to assess the impact of college on its students, and to measure the college's role, if any, in promoting social mobility. The first study in this series focused on the backgrounds, needs, and goals of students who entered BCC during June, July, and August of 1983. Students who had been admitted to the college for the fall term were asked to come to campus in groups of 30 or less for an all day program of orientation and counseling and to register for classes. All students who participated in the summer program (N = 1698) completed a 34-item survey. Survey findings, based on 1686 usable responses, included the following: (1) 86.8% indicated they were first-time, full-time students; (2) 50.1% of the respondents were male, 96.1% were white, 77.0% were under 18 years of age, and 94.0% were single; (3) 54.3% indicated their intention to work either full- or part-time while enrolled; (4) 33.9% indicated that they had previously attended college; and (6) 85.5% had been admitted to their first-choice program. The study report includes data tables detailing survey responses and the questionnaire. (EJV)

## PS

ED 263 973 PS 015 046 Shields, Maureen Ireson, Judith M.
Children's Ability to Recognise Emotion from Photographs.
Pub Date—Sep 84
Grant—ESRC-C00-23-2109

rant—ESRC-COD-23-2109 fote—18p.; Paper presented at the Conference of the British Psychological Society (Lancaster, En-gland, September 14-17, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Age Differences, \*Children, Foreign Countries, \*Identification, \*Photographs, \*Social

Cognition
Identifiers—\*Emotions, England (London), \*Facial

Expressions
A total of 128 middle- and upper-working class children in four age groups, ranging in 2-year intervals from 4 to 10 years of age and equally divided by sex, viewed 28 photographs of adults and children expressing seven emotions in order to explore developmental changes in children's ability to differentiate emotions. Emotions modeled were happiness, sadness, fear, anger, diagust, surprise, and shame. Four tasks were posed; results of matching, labelling and comprehension tasks are reported. Whereas children in this sample showed a much greater deceleration of the curve of success than did trard's (1971) sample, results from these London whereas chindren in this sample showed a much greater deceleration of the curve of success than did Izard's (1971) sample, results from these London children are in some ways very similar to those obtained in his study of American and French children. The steep rise in successful recognition and labelling he obtained in those children between 2 and 5 years is also shown in the steep rise found between the 4- and 6-year-olds of this sample. These subjects also displayed the marked difference between labelling and comprehension which may be indicative of their relative unfamiliarity with emotional terms and emotion as a field of discourse. Subjects frequently confused shame and sadness, fear and surprise, and anger and disgust. Happy, sad, frightened, and surprised expressions were those most easily discriminated, with happiness by far the best distinguished. (RH)

ED 263 974 PS 015 24 Wright, Mary J. The History of Developmental Psychology in Can-PS 015 246

Pub Date -27 Apr 85

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) — Historical Materials

Descriptors—Child Psychology, Child Rearing,
Descriptors—Child Psychology, Child Rearing,
Developmental Psychology, Foreign Countries,
\*Intellectual History

\*Developmental Psychology, Foreign Countries, 
\*Intellectual History 
Identifiers—\*Canada

The history of developmental psychology in Canada prior to 1960 is concisely recounted. Discussion begins with an account of the scholarly interests and activities of James Mark Baldwin, who brought modern psychology to Canada, and Frederic Tracy, who objected to child-centered approaches to child rearing. The remainder of the paper focuses on the professional activities and ideas of William Emet Baltz, Canada's first really modern child psychologist, and the work of Mary L. Northway, Donald O. Hebb and Wallace E. Lambert. Baltz's views on learning, emotions, and the child are reported, along with his theory of personality development and, very briefly, his and Mary Ainsworth's research on "security." Subsequently, brief accounts are offered of Northway's development of sociometric techniques and research on friendship patterns, the uses of Hebb's findings in the U.S. and Canada, Lambert's studies of bilingualism and applied research on bilingual education, and developmental psychology in French Canada. In conclusion, it is noted that he pioneers of Canadian developmental psychology came to a common conclusion, namely, that the quality of mental health of individuals in society depends on the quality of the experiences they have had in infancy and early childhood, especially infancy. (RH)

ED 263 975

ED 263 975 PS 015 344

EAJ 263 975 PS 015 344
Othorne, Linda B., Ed.
Family Day Care Check-In Program: After-School
Care for Children Aged 18-14, [Introduction and
Guide to Operation.]
Pairfax County Office for Children, Va.
Spons Agency—Department of Health and Human
Services, Washington, D.C.
Pub Date—[82]
Note—51p.

Pub Date—[82]
Note—51p.
Available from—Fairfax County Office for Children, 11212 Waples Mill Road, Fairfax, VA 22030 (Free of charge).
Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescents, \*After School Programs, Child Caregivers, \*Community Programs, Employed Parents, \*Family Day Care, Guidelines, Legal Responsibility, \*Preadolescents, Program Administration, Program Descriptions, Program Administration, Program Descriptions, Program Administration, Program Descriptions, Program Evaluation, Program Descriptions, Program Evaluation, Program Indemnitation, Public Agencies, Publicity, \*School Age Day Care, Staff Orientation, Training Identifiers—\*Latchkey Children

The Family Day Care Check-In Program is designed to offer working parents convenient, affordable after school care for their children aged 10 to 14. It provides children with flexible supervision by caring, trained adults and gives them opportunities to grow into responsible, independent teens by planning and participating in activities on their own. The Check-In Program is designed to be sponsored and administered by an existing community group, such as a child care center, children's club, or service organization. The sponsoring agency recruits, hires, to the control of the control as a child care center, children's club, or service organization. The sponsoring agency recruits, hires, and trains the program's family day care providers. The providers care for and supervise children, plan projects, and offer friendship, support, and counsel. The two booklets which make up this document introduce the program, explain how to implement and administer it, and suggest a training course for providers. The first booklet, an overview, describes two Fairfax County Virginia compunity service. providers. The first booklet, an overview, describes the two Fairfax County, Virginia community service organizations which piloted the program and highlights the program's positive features. The second booklet describes how the program works and includes guidelines for staffing the program and for resolving licensing, zoning, and liability issues as well as for publicity, training, and evaluation. (DST)

ED 263 976 PS 015 370 Sherman, Lawrence W.
Humour and Social Distance Ratings among Elementary School Children: Some Differential Sex and Age Patterns.
Pub Date—Jun 85

Note—47p.; Paper presented at the International Conference on Humour (5th, Cork, Ireland, June 26-30, 1985).

Conference on Humour (5th, Cork, Ireland, June 26-30, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/P02 Plus Pustage.
Descriptors—Adolescents, "Age Differences, Attitude Measures, Elementary Education, "Elementary School Students, "Friendship, "Humor,
Laboratory Schools, Peer Relationship, Preadolescents, Rating Scales, "Sex Differences, YoungChildren
This study documents the differential sex and age
influences on children's judgments of each other's
humorousness, whom they prefer for friends, and
the relationship between perceptions of humorousness and choice of friends. Two groups of children
from a university-operated laboratory school participated in this study: one group consisted of 8-, 9-,
and 10-year-old students in the age-hemogeneous
Intermediate Unit, and the second consisted of 11-,
12-, and 13-year-old students in the age-hemogeneous
Intermediate Unit. Both groups of children responded to two rating scales measuring the
children's interpersonal ratings of social distance
and humorousness. Responses were analyzed using
repeated measures and two-way between subjects
ANOVAs. The results support the notion that gender and age influence friendship preferences and
humor perceptions. Within the age levels encountered in this study, cross-sex humorous perceptions,
and cross-sex social distance preferences are considerably lower than same-sex preceptions,
and cross-sex social distance preferences are considerably higher than same-sex preceptions.

PS 015 385 Hebbeler, Kathleen M.
Follow-Up Study of Three Cohorts of Head Start

Graduates.
Pub Date—Apr 85
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

1983).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Attendance,
"Early Childhood Education, "Elementary
School Students, Elementary Secondary Education, Followup Studies, Grade Repetition, Grades

(Scholastic), Longitudinal Studies, Lower Class Students, \*Outcomes of Education, \*Program Ef-fectiveness, \*Secondary School Students, Special Education, Standardized Tests, Student Place-

fectiveness, \*Secondary School Students, Special Education, Standardized Tests, Student Piacement Identifiers—Montgomery County Public Schools MD, \*Project Head Start The study reported here examined the long term performance of three groups of children who attended the Head Start program in the Montgomery County (Maryland) Public Schools. The students attended Head Start as preschoolers in 1970-71, 1974-75, and 1978-79, and were in grades 4, 8, and 12, respectively, during the 1983-34 school year. The following two research questions were addressed: (1) does participating in Head Start have any long term effects, and (2) how does the long term performance of the Head Start graduates compare to that of other students in the school system. The study examined the impact of Head Start participation (question 1) by comparing the performance of students who attended Head Start with that of a group of students who applied to Head Start but were not admitted. Overall performance (question 2) was assessed by comparing the performance of Head Start graduates to that of all other students in the school system born in the same year. Specifically examined were the following: grade retentions, special education placements, standardized test performance, grades, type of courses selected (honors, remedial), and attendance. Findings generally indicated positive effects for all three groups, although weak design prevented the effects from being seen in the fourth and eighth grade groups. (DST)

PS 015 400 PS 0.15 40. Kindergarten Curriculum and Welcome to Kindergarten: A Handbook for Children and Their Parents. Bellingham Public Schools, WA. Pub Date—84. Note.—2054. A committee of the Parents of the Parents of the Pub Date—84.

Note—205p.; A copyrighted 6-page journal article reprint has been removed from the original docu-

ment.
Pub Type— Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Course Content, \*Curriculum Development, \*Elementary School Curriculum, Instructional Materials, \*Kindergarten, Learning Centers (Classroom), Parent Teacher Conferences, \*Parent Teacher Conferences, \*Parent Teacher Coperation, Planning, Primary Education, \*Scheduling, \*Teacher Orientation

Primary Education, "Scheduling, "Teacher Orientation
Identifiers—"Washington (Bellingham)
Designed with the new teacher in mind, this kindergarten curriculum guide begins Part I with a statement of beliefs and goals guiding educational practice and lists needs and characteristics of kindergarten children. Part II focuses on preparing for the school year and offers information to help teachers become oriented to unfamiliar school buildings; conduct inventory of classroom equipment and materials; manage the classroom environment; organize the classroom and schedule the school day; prepare for opening day; conduct orientation experiences for kindergarten children; and further communication between home and school. Part III concerns instruction. Strategies for instruction and the importance of play are discussed prior to descriptions of kindergarten curriculum areas. Focus of instruction, learning objectives for students, and appropriate activities are provided for seven areas of instruction: language arts, social studies, mathematics, science, art, music, and physical education and implementation of instruction. Described are learning centers and the theme approach to presenting units of study. A model thems which can be adapted for classroom use and serve as a format for developing other themes is offered. The Bellingham Public Schools' handbook welcoming children and their parents to kindergarten is included. (RH)

ED 263 979

ED 263 979
PS 015 406
Franco, Fabia D'Odorico, Laura
The Influence of the Ages of the Child-Addressee
and of One's Own Child on Motherese.
Pub Date—Jul 85
Note—Jul, Paper presented at the Biennial Meeting of the International Society for the Study
Behavioural Development (8th, Tours, France,
July 6-10, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Age Differences, Child Language, Foreign Countries, Infants, \*Mothers, Oral Language, Parent Child Relationship, Toddlers, \*Verbal Communication, \*Young Children

guage, "Parent Child Relationship, Toddlers,
"Verbal Communication, "Young Children
Identifiers—"Italy
This study investigated the influence of the
speaker's experience and addressee's developmental level on baby talk characteristics. A total of 240
mothers of only child infants (I-18 months) or of
children 2-3 years old responded to an Infant or
Child Series of drawings with an attached list of
sentences. Subjects described situations in drawings, associated drawings with "most natural" sentence, and indicated age of baby in drawing, Results
indicated that 1) some general characteristics of
baby talk are modified according to the addressee's
developmental level; 2) mothers with differing experiential levels choose different topics for talk; 3) the
rule "closeness to context" works independently of
addressee's developmental level and mother's experiential level; and 4) attribution of meaning to specific situations is based on different elements
grasped and given different valencies on the basis of
addressee's developmental level and mother's experiential level. Preliminary evidence for the hypothesis that different representations of children, social
partner's role, and the situation as a whole are responsible for different "context readings" is shown
by the presence of partially different intentions and
types of speech acts in experimental groups. Appendices include the Infant and Child Series of drawings, the basic list of sentences, and several figures.

(BB)

ED 263 980
PS 015 407
Tax Policy: How Do Families Fare? A Report of the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families. Pub Date—Oct 85

Pub Date—Oct 85
Note—173p.; Four of the papers included in this report were originally presented at a conference, "Federal Tax Policy: What's in It for Women and Families." sponsored by the Women's Research and Evaluation Institute in cooperation with the Family Impact Center.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06068-9, \$3.75). Pub Type— Legal/Legislative/Regulatory Materials (990)—Speeches/Meeting Papers (150) EDRS Price - MP01/PC07 Plus Postage.
Descriptors—Comparative Analysis, "Family Characteristics, "Family Structure, "Federal Government, "Finance Reform, "Financial Policy, Poverty, Tax Credits, "Taxes"

Identifiers-Congress 99th, \*Tax Equity, Tax Ex-

Identifiers—Congress 99th, "Tax Equity, Tax Exemptions
The eight papers contained in this document focus on those tax provisions most directly affecting families and children. Questions addressed include the following: (1) Since the enactment of the first permanent income tax in 1913, how have tax laws affecting families evolved in response to changes in economic and demographic conditions? (2) Relative to prior years, does the current tax code penalize families with children? (3) At what level of income do families make the greatest use of the child care credit? (4) Will families with incomes below the poverty line continue to be subjected to income tax? (5) Under current law and in the various reform proposals, are married couples penalized relative to single taxpayers? (6) Are single heads of household penalized relative to married couples? (7) Are two-earner couples penalized relative to one-earner families? (8) Are large families treated equitably in relation to smaller families? (9) Will decisions to enter or leave the work force be affected by provisions of current tax reform proposals? (10) How do U.S. tax and income transfer systems compare to those in other countries? (11) Would a new "value added tax" treat all families fairly? An introduction notes that these papers do not include analysis of the Treasury II proposal, and that some of the original reform proposals which are included have been modified; modifications are noted where appropriate.

PS 015 421 ns And Others National Statistics on Children, Yout illes: A Report on Recommendation

Made at the Interagency Conference on Child and Family Statistics (Bethesds, Maryland, April 12-13, 1984).
Child Trends, Inc., Washington, D.C. Spons Agency—National Science Foundation, Washington, D.C.; Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date—Sep 84
Grant—NFS-SES-8320681; RWJF-8866
Note—102p.; For related document, see PS 015
422.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Evaluative

(142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adolescents, Agency Cooperation,
"Children, Coordination, Data Analysis, "Data
Collection, Data Interpretation, Day Care, Employed Parents, "Family Characteristics, Family
Income, Family Structure, Health, Information
Processing, Nutrition, Physical Health, "Program
Improvement, Social Change, "Sociocultural Patterns, "Statistical Data, Statistical Surveys
Identifiers—"Federal Agencies
The Interagency Conference on Child and Family
Statistics was organized around seven groups that

Identifiers—\*Federal Agencies

The Interagency Conference on Child and Family
Statistics was organized around seven groups that
were asked to develop specific recommendations for
improving the federal statistical database on children and families. This booklet is a report on the
recommendations made at the conference. The first
part of the report distills and synthesizes the recommendations, representing a selective summary of
those proposals that seemed to have broad support
from conference participants. More specifically,
topiss addressed included (1) continued interagency coordination among the federal agencies, (2)
modifications to existing data programs, (3) new
data collection programs, and (4) maintaining basic
statistical series on children and families. The second part of the report presents the complete set of
recommendations made by each of the following
seven issue groups: Health Status, Nutrition, and
Use of Preventive Services in Infancy and Early
Childhood; Family Income, Non-Cash Benefits,
and Expenditures for Children; Family Structure,
Parental Employment, and Child Care; Families,
Schools, and Educational Outcomes; Health-Related Behaviors in Middle Childhood and Adolescence; Children as Victims and Offenders; and
Special Populations of Children. (DST)

PS 015 422

Special Populations of Children. (DST)

ED 263 982

PS 015 422

Zill, Nicholas And Others

National Statistics on Children, Youth, and Their Families: A Guide to Federal Data Programs.

Revisad Edition.

Child Trends, Inc., Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.; Robert Wood Johnson Foundation, New Brunswick, N.J.

Report No.—ISBN-0-932359-02-7

Pub Date—Sep 84

Grant—NSF-SES-8320681; RWJF-8866

Note—155p.; For related document, see PS 015

421. Guide originally prepared for the Interagency Conference on Child and Family Statistics (Bethesda, MD, April 12-13, 1984).

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Economics, Crime, Data Analysis, "Data Collection, Delinquency, "Demography, Drug Abue, Employment Statistics, "Family Characteristics, Family Structure, Health Services, Income, Information Processing, Medical Care Evaluation, Nutrition, Population Distribution, Residential Fatterns, School Statistics, Social Attitudes, "Sociocultural Patterns, "Statistical Surveys Identifiers—"Federal Agencies

This compendium compiles in one volume brief descriptions of federally-supported data collection programs that provide national statistical information on children and their families. As a review of the data indicates, statistics on children vary greatly in availability, quality, adequacy of population coverage, geographic scope and detail, and continuity and comparability over time. The problems related to collecting such data are discussed in the introduction. The data collection programs are grouped under seven substantive headings: Population, Family Structure, Housing; Income, Expenditures, and Program Participation; Employment and Child Care; Health and Nutrition; Education; Social Behavior and Attitudes, Substance Use; and Crime, Delinquency, Child Abuse. Under each heading, three to

sixteen different surveys are described, each includ-ing information on survey purpose, sponsorship, de-sign, periodicity, content, limitations, availability, and child and family characteristics. (DST)

PS 015 428 Ireson, Judith M. Shields, Moures The Development of the V he Development of the Young Child's Representation of Emotion.

tation of Emotion.
Pub Date—[82]
Note—36p.; Document contains light type.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Adults, "Affective Measures, "Age
Differences, Association (Psychology), Association Measures, "Child Development, Emotional
Response, Foreign Countries, Identification, Observation, Photographs, Receptive Language,
Recognition (Psychology), "Sex Differences, "Social Cognition, Story Telling
Identifiers—"Emotions, "England, Facial Expressions

Identifiers—\*Emotions, \*England, Facial Expressions
The purpose of this study was to trace the development of children's understanding of emotions between the ages of 4 and 12. Twenty-four children at each of five age groups (4, 6, 8, 10, and 12), equally divided by sen, served as subjects. Three groups of tasks were administered: (1) the recognition of facial expressions from photographs, (2) the identification of target emotions contextualized in stories, and (3) the elicitation during conversation of children's accounts of situations which provoked emotions in themselves and in adults. Particularly emphasized were the differences in responses between the various age groups. The results maintained the grounding of emotion in the appraisal of situation and indicated that the understanding of situation increased with the growth of experience in ation increased with the growth of experience in attuation increased with the growth of experience in children. The study suggests that, if the develop-ment in children's understanding of emotion as an organized construct is to be investigated scriously, both their knowledge of situational factors and of internal psychological factors should be considered jointly to sacertain if and how these factors change with age and how they interact. (DST)

ED 263 984 PS 015 430 ED 203 984
McKey, Ruth Hubbell And Others
The Impact of Head Start on Children, Families
and Communities. Final Report of the Head
Start Evaluation, Synthesis and Utilization

Project.
CSR, Inc., Washington, D.C.
Spons Agency—Administration for Children,
Youth, and Families (DHHS), Washington, DC.
Head Start Bureau. -DHHS-OHDS-85-31193

Report No.—DHHS-OHI Pub Date—Jun 85 Contract—105-81-C-026

-389p.; For a related bibliography, see PS 015

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00098-7, \$14.00).

DC 20402 (Stock No. 017-092-00098-7, \$14.00). Pub Type— Reports - Research (143)
EDRS Price - MP01/PC16 Plus Postage.
Descriptors—\*Cognitive Development, \*Community Involvement, \*Compensatory Education, Early Childhood Education, Emotional Development, Family Characteristics, Federal Programs, \*Health, Meta Analysis, Parent Participation, \*Program Effectiveness, Research Methodology, \*Social Development.

"Program Effectiveness, Research Methodology,
"Social Development Identifiers—Head Start Evaluation Synthesis Utilization Proj, "Project Head Start
Including all Head Start research (both published and unpublished) and using, when possible, the statistical technique of meta-analysis, this final report of the Head Start Evaluation, Synthesis, and Utilization Project presents findings on the impact of Head Start on children's cognitive and socioemotional development, on child health and health institutions in the community, on enrollees' families, and on communities where Head Start programs operate. The report concludes that children enrolled in Head Start enjoy significant immediate gains in cognitive test scores, socioemotional test scores, and health status. In the long run, cognitive and socioemotional test scores of former Head Start students do not remain superior to those of disadvandents of the start of the second communities and socioemotional test scores of former Head Start students do not remain superior to those of disadvandents. socioemotional test scores of former Head Start students do not remain superior to those of disadvantaged children who did not attend Head Start. However, a small subset of studies find that former Head Starters are more likely to be promoted to the next grade and are less likely to be assigned to special education classes. Head Start also has sided families by providing health and social and educa-

tional services and by linking families with services tional services and by linking families with services available in the community. Finally, educational, economic, health care, social service, and other institutions have been influenced by Head Start staff and parents to provide benefits to both Head Start and non-Head Start families in their respective com-

PS 015 433

ED 263 985

Lehrman, Karen Pace, Jana
Day-Care Regulation: Serving Children or Buresucrats? Cato Institute Policy Analysis No. 59.
Cato Inst., Washington, D.C.
Pub Date—25 Sep 85
Note—24p.
Available from—"Policy Analysis," Cato Institute, 224 Second Street, SE, Washington, D.C. 20003 (32.00 each; \$1.00 each in bulk).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Certification, Child Abuse, "Day Care, Early Childhood Education, Health, Local Government, Parent Responsibility, "Policy Formation, Safety, "State Programs, "State Standards Identifiers—"Deregulation, "Regulatory Agencies If the supply of day care is ever to keep pace with the rapidly rising demand, it is essential that there is a favorable climate for its growth. At present there is not, and the regulatory obstacle course laid out by state and local officials is in large part why. State barriers to the provision of day care involve literations and resistration and artificiality action. out by state and local officials is in large part why. State barriers to the provision of day care involve licensing and registration and staff/child ratios, whereas local barriers to the expansion of family day care concern zoning regulations and building, fire, and health regulations. Local barriers to the expanand neath regulations. Local ourriers to the expan-sion of day care centers also exist. Regulations to prevent child abuse in day care settings may deter dedicated and caring individuals from entering the day care market. The deregulation of child care can begin with registration and parental supervision, the begin with registration and parental supervision, the dismantling of local regulatory barriers, and the implementation of private sector alternatives to state oversight. Without the false sense of security provided by government standards, parents would take more responsibility for the well-being of their children. Moreover, through unregulated competition, day care facilities and services can supply parents with something even more fundamental - freedom of choice. (RH)

PS 015 434
A Handbook for Involving Parents in Head Start.
Associate Control, Research and Analysis, Inc.,
Washington, D.C.

Washington, D.C. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Report No.—DHHS-OHDS-84-31187 Pub Date—Feb 80 Contract—HEW-105-78-1021

Pub Date—Feb 80
Contract—HEW-105-78-1021
Note—839.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, Decision Making,
Early Childhood Education, Employee Attitudes,
Guidelines, \*Parent Participation, \*Parent Role,
Planning, Program Evaluation, Record Keeping,
\*Recruitment, Volunteers
Identifiers—Parent as a Teacher, \*Parent Involvement Coordinator, \*Project Head Start
This handbook seeks to help Head Start parent
involvement coordinators clarify their role and explore new ways to do their job well. In chapter one,
a history of parent involvement in Head Start is
presented. Chapter two focuses on roles, relationships, and duties of the parent involvement coordinator. Chapter two focuses on roles, relationhips, and duties of the parent involvement coordinator. Chapter three explores staff attitudes towards
parents, while chapter four deals with the basic tasks
of parent involvement. Chapters five through eight
focus on ways in which coordinators can promote
parents' participation in each of four forums - decision-making groups, the classroom, parent activity
groups, and the home. Chapter nine provides guidance on writing a parent involvement plan. In chapter, the basic elements of the required
communications system are discussed. Chapters
eleven and twelve suggest methods for documenting
and evaluating parent involvement. Chapter thirteen closes the handbook with some thoughts about eleven and twelve suggest methods for documenting and evaluating parent involvement. Chapter thir-teen closes the handbook with some thoughts about how Head Start can affect families. Appended are suggestions for further reading and for finding re-sources in the community as well as lists of organi-zations providing information and materials for parent and child educators and those serving par-ents and children with special needs. (RH)

Us in a Bus: A Transportation Manual for Head Start Programs.

Education Development Center, Inc., Newton, Mass.; Wheelock Coll., Boston, Mass.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Report No.—DHHS-OHDS-85-31192

Pub Date—Aug 84

Note—680.

Pub Date—Aug 84
Note—68p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Bus Transportation, Guidelines,
Planning, Preschool Children, Preschool Education, "Safety, "Staff Development, "Student
Transportation, Training
Identifiers—"Project Head Start
The purpose of this manual is to provide Head
Start directors, transportation supervisors, and
trainers with information and activities that will
help develop, enhance, and maintain a safe and efficient transportation system for their programs. Concient transportation system for their programs. Contents are organized into three categories: safety procedures, planning a transportation system, and training strategies and activities. The section on safety includes guidelines for operational safety and emergency procedures. Topics covered range from vehicle maintenance and the rules of safe driving to procedures for accidents, breakdowns, and adverse road conditions. The section on planning addresses the roles and responsibilities of the key members of the transportation team: the transportation manager, bus driver, monitor, other staff, and parents. Special attention is given to the selection and hiring process for bus drivers. In addition, worksheets organized according to questions likely to be saked by cient transportation system for their programs. Conprocess for bus drivers. In addition, worksheets organized according to questions likely to be asked by drivers, staff, and parents that will assist each Head Start agency in developing its own transportation policies are included. The training section contains sample activities for transportation inservice, addressing such topics as child development and discipline, bus safety, classroom and home safety games, and effective communication. (RH)

ED 263 988 PS 015 437 Health Coordination Manual, Head Start Health

Administration for Children, Youth, and Familles (DHHS), Washington, DC. Head Start Bureau. Report No.—OHDS-84-31190 Pub Date—84

Pub Date—84
Note—357p.
Pub Type— Guides - Non-Classroom (055) —
Guides - Classroom - Teacher (052) — Reports Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—"Coordination, "Day Care, Disabilities, Barly Childhood Education, Health Education, "Health Services, Planning, Program
Evaluation, "Program Implementation, Record
Keeping, "Safety
Identifiers—"Project Head Start
Part 1 of this manual on coordinating health care

Reeping, "Satety Identifiers—"Project Head Start
Part 1 of this manual on coordinating health care services for Head Start children provides an overview of what Head Start health staff should do to meet the medical, mental health, nutritional, and/or dental needs of Head Start children, staff, and family members. Offering examples, lists, action steps, and charts for clarification, part 2 provides a detailed explanation of why and how the health service activities may be done. Worksheets and case studies are provided to help staff practice an activity or to show how to organize and keep information on local resources or procedures. Discussed are (1) lanning and budgeting for the health program; (2) actions to be taken before implementing plans; (3) delivery of child health services for Head Start children and children with special needs; (4) program delivery of child health services for Head Start cuniferen and children with special needs; (4) program monitoring, including recordkeeping and tracking; (5) health education; and (6) program evaluation. Part 2 ends with a bibliography of materials focusing on topics discussed. Ten appendices contain health profiles, examples of community resources, job descriptions of Head Start health staff, lists of Head Start health computants, lists of start regional offices and health consultants, lists of instructional materials for use in program implementation, health education planning materials, exmentation, neatin education planning materials, ex-amples of forms and letters, a list of state interagency agreements between Head Start and the Early and Periodic Screening, Diagnosis, and Treat-ment Program (EPSDT), and an evaluation form addressed to users of the manual. (RH)

ED 263 989 PS 015 439 Rugg, Mary E. Wood, Sue Sims The Preschool Interest Inventory. Pub Date—85

Note—38p.

Pub Type— Tests/Questionnaires (160) — Guides

- Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Child Caregivers, "Childhood Interests, "Communication Skills, Guidelines, Interviews, Observation, "Play, "Preschool Children, Preschool Education, Preschool Tests, Social Behavior Identifiers—Language Delayed, \*Preschool Inter-

Identifiers—Language Delayed, \*Preschool Interest Inventory
The Preschool Interest Inventory (PSII) has been developed to meet the need for an informal measure of the interests, play behaviors, and communication skills of young children between the ages of 2 and 6 years, particularly those exhibiting delays in language development. The first step in the Inventory process is the Caregiver Interview. In the second step, two 10-minute observations of the child interacting in a freeplay setting are recorded with emphasis on levels and types of play, peer and adult interactions, attending skills, and communication abilities. Individual interests and possible reinforcers are identified for future use in teaching situons. Attending skills are observed with emphasis ers are identified for future use in teaching situations. Attending skills are observed with emphasis
on eye contact, duration of on-task behavior, and
activity level. Additional structured, teacher-directed observations of the child in an individual
one-on-one situation and in a small group setting are
recommended to gain data on how structure and the
intervention of staff affect various dimensions of
children's behavior. For use in observations, specific
items related to play levels are provided in a suggested list of common preschool play materials and
activities. The concluding step, writing a narrative
summary, results in a general impression and an
interpretation of the child's preferences and behaviors in a variety of play settings, which should prove
useful in formulating instructional program objectives. (RH)

ED 263 990 PS 015 440
Cornwell, David Hobbs, Sandy
The Identification of Play.
Pub Date—Sep 85
Note—7p.; Paper presented at the International
Symposium, "Play, Play Therapy, Play Research"
(Amsterdam, Netherlands, September 12-14,
1985).

(Amsterdam, Netheriands, September 12-14, 1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Definitions, "Identification, "Play, Pretend Play, Psychological Needs,
"Research Needs, "Research Problems, Theories
Several approaches to the study of play are examined and critiqued, including Matthews and Matthews' (1982) paradigm case approach and
Sutton-Smith and Kelly-Byrne's (1984) view of play
as a commonly-recognized-as-framed event in
which the metacommunicative function always retains primacy. Consideration of the genesis of play
in the child leads to doubt concerning the assumption that the identification of play is unproblematic
because everyone knows play as framed. Fraud's
interpretation of the fantasy play of 18-month-old
Ernst Halberstadt is a case in point, since it required
familiarity with other features of the child's circumstances which could not be known by observation
only. Quite likely it is necessary to take account of
the individual child's reactional biography to provide an adequate description of apparently spontaneous play, "Framing," too, may have its genesis in
reactional biography and may not withstand close
study. Matthews and Matthews are correct to asy
that no scientific definition of play exists. That does
not mean it is not worth attempting to produce one.
Deciding whether to abandom 'play' as a candidate tast no scienture definition of play exists. That does not mean it is not worth attempting to produce one. Deciding whether to abandon "play" as a candidate scientific term will ultimately require considerably more facts about playing and the identification of play than those presently known. (RH)

ED 263 991 PS 015 441

Hobbs, Sandy Cornwell, David
The Science and Politics of Play.
Pub Date—Sep 85
Note—8p.; Paper presented at the International
Symposium of the Netherlands Organization for
Postgraduate Education in the Social Sciences
(Amsterdam, Netherlands, September 12-14, 1985).

1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Censorship, Children, \*Comics (Publications), Cultural Influences, Delinquency,

\*Fear, Foreign Countries, Mythology, Parent Influence, \*Play, Socialization, \*Violence Identifiers—\*Scotland, \*Verbal Social Control In Glasgow, Scotland (September, 1954), children massed in a graveyard to hunt for a vampire with iron teeth said to have slain and eaten "two wee boys." This incident was linked to a campaign for stricter censorship of children's reading, especially so-called "horror comics." While evidence connecting the vampire hunt and horror comics was neither found nor sought, evidence exists for an alternative source of the children's concept of a monster with iron teeth. Like parents in a number of countries, Glasgow parents used the idea of a "Jenny with the Iron Teeth" to threaten children who misbehaved at bed time. Research reveals that the Vampire Hunt of 1954 was one of a series of similar incidents taking place in Western Scotland over half a century before and since that date. If such hunts are indeed relatively common, explanations may not be hard to before and since that date. If such hunts are indeed relatively common, explanations may not be hard forfind. The vampire hunt and another incident involving an attack by schoolchildren on gypsies appeared inexplicable to contemporary observers because certain features of childhood were overlooked. The best hope of understanding such incidents is to relate the children's behavior to their past histories and immediate circumstances. Such an inquiry seems possible without recourse to concepts such as "play" and "delinquency." (RH)

ED 263 992 PS 015 442 Scheuerl, Hans

Scheueri, Hans
Some Phenomenological Aspects of Play.
Pub Date—Sep 85
Note—8p.; Paper presented at the International
Symposium of the Netherlands Organization for
Postgraduate Education in the Social Sciences
(Amsterdam, Netherlands, September 12-14,

1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Definitions, \*Play, \*Theories
Identifiers—\*Conceptual Analysis, Phenomenolog-

ical Research

Identifiers—\*Conceptual Analysis, Phenomenological Research
Play and games are happening-units or behavior-sets of a relatively closed character in space and time. They are distant to the needs and the reality of usual life and follow internal rules. Any game or instance of play requires freedom from external restraints and pressures. Freedom from external restraints and pressures. Freedom from external restraints and seeking for inner tensions form a first polarity of characteristics in play; in every instance of play a balance must be found between them. The attraction of play and games secondly depends on the fact that their course cannot be predicted with certainty. In play, a balance must be found between the relatively closed character of a play-unit and its inner openness into uncertainty and suspense. A third characteristic of playing movements is founded in their peculiar time-structure: they do not struggle primarily for future and other aims, but find their performance in presence. A balance must be found by players and spectators between the transitoriness of the moment and the infinity of playful fascinations. Finally, play and playing movements are distant from "real life" in being fulfilled on a figurative or symbolic level. Performance and enjoyment of play requires a balance, however unstable, between reality and appearance. (Implications for anthropological study and educational importance of play are briefly discussed.) (RH)

ED 263 993

ED 263 993 PS 015 451
Rossmiller, Richard A.
Student Achievement and the Personal Characteristics, Instructional Behaviors and Professional Beliefs of Elementary School Teachers.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Wisconsin Center for Education Research, Madison.

Pub Date—Mar 85
Grant—NIE G. 84,0008

Grant-NIE-G-84-0008 Note-65p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985).

1985).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors— \*Academic Achievement, \*Beliefs,
Elementary Education, Elementary School Students, \*Elementary School Teachers, Instruction,
\*Teacher Attitudes, \*Teacher Behavior, \*Teacher Data drawn from a longitudinal study of school

resource use and student performance in elementary schools were analyzed to identify relationships between student academic achievement in reading and mathematics and the personal characteristics, instructional behaviors, and attitudes and beliefs of teachers. Data were collected from fall, 1979, through spring, 1982, in four Wisconsin schools. Primarily, subjects were approximately 240 students in grade 3 during the 1979-80 school year; these students were followed during their fourth-and fifth-grade years. Data were also collected from other students, parents, all teachers and other professional staff members who instructed any student in the study, and school and district administrative personnel. Reported are community, school district, school, student, and teacher characteristics; the research methodology, including selection of variables; and results of regression analyses. Results revealed that no single set of teacher-related variables showed consistently stable relationships with student achievement across grade levels and subables showed consistently stable relationships with student achievement across grade levels and subjects. Certain variables did appear in the final step-wise regression equations quite consistently, including years of teaching experience and number of professional magazines and journals read regularly. Several variables, such as satisfaction with teaching and some of the attitude and belief questions, seldom entered the final equations, or entered late and contributed little to the coefficient. References and 17 tables are appended. (RH)

ED 263 994

ED 263 994

PS 015 458

Denham. Susanne A.

Maternal Emotional Responsiveness and Its Relation to Toddlers' Social-Emotional Competence and Expression of Emotion.

Pub Date—Apr 85

Note—45p.; An abridged version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). For a related document, see PS 015 462.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Affective Behavior, Affective Measures, \*Emotional Response, Imitation, \*Interpersonal Competence, \*Mothers, Naturalistic Observation, \*Parent Child Relationship, Socialization, \*Toddlers
Preschoolers' expression of various emotions and

ization, "Toddlers
Preschoolers' expression of various emotions and
overall social-emotional competency may be related
to mothers' emotional responsivemness to children's emotions. This research investigated,
through extended naturalistic observation, (1) how
maternal emotion displays differ according to antecedent child emotion (happy, sad, angry, or afraid)
and (2) the prediction of particular emotions expressed by the child and of ratings of the child's
social-emotional competence (when the mother was
absent) by prevalence of maternal emotions, maternal
responses to the child's emotion, and maternal absent) by prevalence of maternal emotions, maternal responses to the child's emotion, and maternal psychosocial functioning. Subjects were 29 mother-toddler pairs. Multiple regression analyses showed that an aggregate of maternal emotional dislogue components, maternal current functioning, and/or prevalent maternal emotions were efficient predictors, in combination, of children's various emotions and of children's social-emotional compense. Implications reserving the mother-child aftence. Implications regarding the mother-child affective environment, socialization of emotion and social competency, and developmental methodology are discussed. (Author/DST)

PS 015 459 ED 263 995 Valett, Robert E. Effective Discipline: 10 Steps to Successful Perfor-Pub Date--[84]

Pub Date—[84]
Note—25p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, Childhood Interests, Child Rearing, Children, Cooperation, "Discipline, "Parenting Skills, "Parent Role, Rewards, Self Control, Self Evaluation (Individuals), Social Reinforcement, Student Behavior,

Social Reinforcement, Student Behavior, "Teacher Role Identifiers—Rules and Regulations This practical booklet for teachers and parents describes methods for improving children's disciplinary training and successful performance at school and at home. Ten steps to achieving effective discipline are outlined: understanding effective discipline; determining needs and interests; setting goals and expectations; establishing guiding rules;

planning and anticipating results; negotiating cooppraining and anticipating restatis, legislating coop-eratively; recording performance; rewarding achievement; suffering consequences; and evaluat-ing results. Forms for assessing and evaluating progress and keeping records of achievements are reading list for parents and teachers on discipline is provided. (DST)

PS 015 460 ED 263 996

ED 263 996 PS 015 40
Moely, Barbara And Others
The Teacher's Role in Facilitating Memory and
Study Strategy Development in the Elementary
School Classroom, Final Report.
Tulane Univ., New Orleans, La.

ruane Univ., New Orleans, La. Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—May 85 Grant—NIE-G-83-0047

Grant—NIE-G-83-0047
Note—180p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Pastage.
Descriptors—Cognitive Development, Elementary
Education, "Elementary School Students, Expectation, Factor Structure, "Memory, "Metacognition, "Study, "Teacher Behavior, "Teacher Role,
Teacher Workshops
Identifiers—"Strategic Behavior
A three investigation of memory and meta-

A three-phase investigation of memory and meta-cognitive development was conducted to learn how teachers structure children's study activities to develop memory and metacognitive skills. In the first study, observations of 69 teachers of kindergarten study, concreations of by teachers of kindergarten through sixth grade classes showed a peak in strat-egy suggestions at the second and third grades. Fac-tor analysis showed that use of cognitive strategy suggestions by teachers is a unique aspect of instruction. Teachers showed awareness of developmental change and differences related to achievement level in their expectations for children's memory strategy in their expectations for children's memory strategy use, memory knowledge, and use of memory monitoring abilities. The second study compared children whose teachers were either high or low in frequency of cognitive strategy suggestions. Strategy use and metacognitive concepts of first through third grade children were assessed in a memory training task and in arithmetic and spelling tasks. Average and low achievers whose teachers were Average and low activevers whose teachers were high in strategy suggestions showed strong mainte-nance of a trained memory strategy. Few differ-ences related to teacher characteristics appeared on other tasks. The third aspect of the project was a workshop for elementary school teachers, in which on on memory and metacognitive development and memory training was presented, along with many examples of ways in which teachers can facilitate children's memory. (Author/RH)

ED 263 997 PS 015 462

Denham, Susanne A.
Affective Environment and Toddlers' Social-Emotional Competence.
Pub Date—Aug 85 Note-24p.; An earlier version of this paper was

presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, Au-gust 23-27, 1985). For a related document, see PS 015 458.

015 458.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Affective Behavior, Affective Measures, \*Emotional Response, Family Environment, \*Interpersonal Competence, \*Mothers,
Naturalistic Observation, \*Parent Child Relationship, \*Toddlers, Well Being
The maternal affective environment to which children semental of the property of the competition of th

dren are exposed, conceptualized by (1) percentage of total emotional displays (happy, sad, angry, tense, or tender) and (2) global indices of current maternal or ten'er) and (2) global induces or current materian psychosocial functioning, is likely to be related to children's expression of emotions and overall so-cial-emotional competence. Thus, prevalence of several maternal emotions were predicted to be related to other measures of mother's psychosocial control of the procession of children's emotions, and

lated to other measures of mother's psychosocial functioning, prevalence of children's emotions, and indices of children's social-emotional competence. Emotional displays of 29 mothers and their toddlers were coded on videotape. Children's social-emotional competence was rated globally during situations where mother was absent. Self-report and rating measures of each mother's psychosocial functioning were also obtained. All predictions were upheld in the results. The relations of the affective environment to children's emotions and behavior were delineated by this methodology; maternal af-

fective environment is related to concurrent indices of the child's social-emotional well-being. (Author/DST)

PS 015 463 FD 263 998 Smelser, Neil J.

Smelser, Neil J.
Institutional Determinants of Organizational
Change in Primary Education in Nineteenth
Century America and Britain, Final Report.
California Univ., Berkeley.
Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—85 Grant—NIE-G-80-0165

Grant—NIE-G-80-0165
Note—139p.
Pub Type—Information Analyses (070) — Opinion
Papers (120) — Historical Materials (060)
EDRS Price - MP01/P006 Pius Postage.
Descriptors—Cross Cultural Studies, Cultural Dif-

Pescriptors—Cross Cultural Studies, Cultural Dif-ferences, Economic Factors, Educational Change, Educational Demand, \*Educational Develop-ment, \*Educational History, Family Characteris-tics, \*Outcomes of Education, Political Influences, \*Primary Education, Religious Fac-tors, Social Change, \*Social Influences, Social Stratification, Sociocultural Patterns

Straincation, Sociocultural Patterns
Identifiers—\*Great Britain, Nineteenth Century,
\*United States
Using historical documents, this report traces the Using historical documents, this report traces the development of the system of primary education in Great Britain and the United States. During the period between 1810 and 1870, both Britain and the United States attempted to form an organization for primary schooling and achieved great progress in the institutionalization and growth of mass primary educational systems. This progress was stimulated moreover, by more or less common pressures in both societies. Yet, at the same time, this period both societies. Yet, at the same time, this period witnessed strikingly different outcomes in each country despite the evident similarities of traditions in culture, language, and law. Pressures for the development of schools, patterns of growth among different kinds of schools, sources of financial support, forms of governance and internal organization, and the stratification of clientele are examined. The influence of religious, political, economic, and social factors on school formation are discussed, and the social conflicts for which schools became the focus are analyzed. An extensive bibliography and reference list are provided. (DST)

ED 263 999 PS 015 464

Family, Culture and Achievement in the Primary Schools of Botswans.

Nethods of Botawam.

Pub Date—Apr 85

Note—20p.; Paper presented at the Annual Convention of the American Educational Research

Association (Chicago, IL, March 31-April 4,

1985).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Achievement Rating, Achievement Tests, Democracy, Educational History, \*Educational Papers

tional Improvement, \*Educational Policy, Educa-tional Quality, \*Elementary Education, Foreign Countries, Modernization, Parent Student Relacontines, moormization, rafett Student Rela-tionship, Rural Urban Differences, School Sur-veys, \*Social Influences, \*Sociocultural Patterns, Teacher Education, Traditionalism, Tribes Identifiers—\*Botawana

This paper traces the development of the educational system of Botswana, a small south African country of one million, emphasizing its democratic origins and customs, historical influences, social trends, and conomic support. Changes in the edu-cational system, especially in universal primary edu-cation, since its independence from Great Britain in 1967 are discussed. Efforts to improve educational quality focus on reform of primary teaching meth-ods, teacher preparation, and curriculum. Attempts to modernize the curriculum are also being made by to modernize the curriculum are also being made by
the government, although the consequences for the
traditional culture and pastoral economy of Botawana seem uncertain. Examined in the paper is the
"two school culture" of Botswana, i.e., the rural,
traditional, culture and the urban, modern culture.
The author argues that the cultural differences between the rural and urban families are not so pro-found as in other countries; nevertheless, results reported from the 1982 primary school survey of 60 representative schools may indicate that school achievement reflects emerging differences between the two cultures. (DST)

ED 264 000 PS 015 465 Child Protective Services Case Management
Project, Final Report: Innovations in Protective

Texas State Dept. of Human Resources, Austin.
Spons Agency—Office of Human Development
Services (DHHS), Washington, D.C.

Pub Date—30 Sep 85 Grant—OHDS-06C23-09

Note—88p.; For related documents, see PS 015

466-471.

Pub Type— Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC04 Plas Postage.

Descriptors—\*Administrator Role, \*Caseworker Approach, \*Caseworkers, Child Abuse, Child Neglect, \*Child Welfare, \*Innovation, Intervention, Literature Reviews, Models, Surveys

Identifiers—\*Case Management, Protective Services.

One of seven reports in the Innovations in Protective Services series, this document reports on the clarified what is expected from Child Protective Service (CPS) specialists. By conducting a literature review, studying the role of the CPS case manager, and developing a case management model, the Case Management Project attempted to eliminate misunderstanding of CPS caseworkers' role. The review of derstanding of CPS caseworkers role. The review of the social work literature substantiated the fact that confusion exists about CPS caseworker roles. The survey asked physicians, attorneys, foster parents, rs, and caseworkers to identify which of eight roles CPS workers performed and skills needed by protective service workers. Responses varied markedly among groups of respondents. The model pre-sumes that there are three main roles in CPS work: case manager, caseworker, and case specialist. Each case manager, caseworker, and case specialist. each role should be assumed by a different member of a "case team." The three team members are ultimately responsible to a supervisor of case services. These four people make up the case team and handle cases as they are assigned to a CPS unit. Each of the three specialists takes the same role with each case assigned to the team. A paper summarizing the findings of the literature review, a paper summariz-ing the survey's results, and the proposed case man-agement model are appended. (RH)

ED 264 001 PS 015 466

Dennis-Small, Lucretia
Project Amistad (Friendship), a Joint Venture
between DHS and Family Outreach. Final Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.

Spons Agency—Office of Human D Services (DHHS), Washington, D.C. Pub Date—30 Sep 85 Grant—OHDS-06C23-09 -Office of Human Development

Note-40p.; For related documents, see PS 015 465-471.

Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Blacks, \*Child Abuse, Child Neglect, \*\*Curriculum Development, \*Ethnic Groups, Hispanic Americans, \*Intervention, Multilingual Materials, \*Recruitment, Spanish Speaking, \*Vol-

unneers
Identifiers—\*Coloring Books, English Speaking,
\*Recruitment Materials, Texas
Conducted by the Texas Department of Human
Services (OHS), Project Amistad (Friendship) originally set out to recruit and train Black and Hispani volunteers to conduct lay therapy sessions with Black and Hispanic families in which abuse and ne-glect of children had occurred. Start-up was significantly delayed due to personnel changes; as a result, the project curtailed its scope and concentrated on the project curanied its scope and concentrated on developing recruitment materials to attract Black and Hispanic volunteers. A training curriculum aimed at these two minority groups was developed by the project co-directors—one Black and one bilingual Hispanic. A training curriculum developed for the project was completed and is being readied for distribution. Included in this final report are (1) a brief description of the project's background and origin, objectives, problems, accomplishments, and utilization and dissemination activities; (2) examples of a multiethnic approach in outreach and program materials; (3) a bilingual coloring book intended to help parents discuss safety and how to recognize sexual abuse and to react appropriately. Dennis-Small, Lucretia Cohen, Miye
Multidisciplinary Institute for Child Sexual Abuse
Intervention and Treatment Project. Flual Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
Spons Agency—Office of Human Development
Services (DHHS), Washington, D.C.
Pub Date—30 Sep 85
Grant—OHDS-06C23-09

Note-86p.; For related documents, see PS 015 465-471.

465-471.

1 Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Attitude Change, \*Child Abuse, \*Child Neglect, \*Curriculum Development, Curriculum Evaluation, \*Intervention, Program Escriptions, Program Effectiveness, Program Evaluation, \*Program Implementation, Sexual Abuse, Teamwork Abuse, Teamwork

Evaluation, "Program Implementation, Sexual Abuse, Teamwork Identifiers—Impact Evaluation, Texas An evaluation was made of the Multidisciplinary Institute for Child Sexual Abuse Intervention and Treatment, a project established mainly to develop a curriculum for interdisciplinary child sexual abuse training, change attitudes and increase knowledge and skills of traines, and promote a team approach toward training and case management among community professionals. Part I of the report, a process description, discusses the impetus for the project and the techniques used to get the project started. Also discussed are techniques used to secure the project's existence after P.L. 93-247 funding ended. Discussed in detail are methods used to develop a sound curriculum, to help community professionals develop a team approach to training, and to establish the Institute as a continuing resource for traindevelop a team approach to training, and to estab-lish the Institute as a continuing resource for train-ing. Recommendations for replication of the Institute are provided. Part II discusses the evalua-tion and its findings in three areas: knowledge im-provement, curriculum assessment, and changes in attitudes and perceptions toward child sexual abuse identification, treatment, and intervention. Major scentification, treatment, and intervention. Major findings indicate that the Institute's training (1) led to increased knowledge about child sexual abuse, (2) was viewed favorably by trainees, and (3) had a positive effect on trainees' attitudes and perceptions (RH)

PS 015 468

ED 264 003

PS 015 468

Dennis-Small, Lucretia

Child Abuse and Neglect Prevention Project, Annual Report: Innovations in Protective Services.

Texas State Dept. of Human Resources, Austin.
Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Pub Date—30 Sep 85

Grant—OHDS-06C23-09

Note—1008—Fore-interfal.

-100p.; For related documents, see PS 015 465-471.

465-471.

Pub Type— Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—\*Child Abuse, \*Child Neglect, Literature Reviews, National Surveys, Philosophy, \*Prevention, Program Evaluation, \*Public Policy, State Programs, Theories

Identifiers—Texas.

Identifiers—Texas.

Identifiers—Texas
This process evaluation of the Child Abuse and
Neglect Prevention Project describes the efforts of
the project director and 10 regional liaisons to develop a statewide philosophy on prevention and an
operational plan for directing resources in Texas toward primary and secondary prevention of child abuse and neglect. A survey was used to gather in-formation about what other states were doing in toward primary and secondary prevention of child abuse and neglect. A survey was used to gather information about what other states were doing in these areas. A total of 30 states responded. Eight of the states had specified definitions for primary and secondary prevention; three states responded to the survey with policy documents focusing specifically on primary and/or secondary prevention; and 13 states indicated that they had a specific program that emphasizes primary and/or secondary prevention services. Analysis of the survey information identified factors appearing to be significant in establishing a quality prevention program. A literature review discusses research projects carried out to determine the most effective kinds of prevention activities and articles describing a theoretical model or operating program not yet tested. It is anticipated that the literature review will be helpful in the decision making process undertaken by the Department of Human Services to decide the direction of prevention efforts in Texas. The state-of-the-art survey and the review of literature are appended. (RH) ED 264 004 PS 015 469

ED 264 004 PS 015 469

Dennis-Small, Lucretia
Advanced Job Skills Training Project, Annual
Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
Spons Agency—Office of Human Development
Services (DHHS), Washington, D.C.
Pub Date—30 Sep 85
Grant—OHDS-06C23-09

Note-41p.; For related documents, see PS 015 465-471.

405-471.

Pub Type— Reports - Evaluative (142).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competency Based Education,

Course Descriptions, "Curriculum Development,

"Identification, "Inservice Education, "Job Skills,

Program Evaluation, Records (Forms), "Staff De-

riogan Principal Protective Service, Texas
This annual report of the Advanced Job Skills
Training (AJST) Project describes the methodology
used to develop competency-based training for
child protective services (CPS) specialists who are
in their first 24 months of employment. The
project's steering committee determined that AJST project's steering committee determined that AIST was an inappropriate point to begin developing CFS specialists skills and agreed to revise Basic Job Skills Training (BJST), to redefine the time spent in the BJST classroom, and to increase the role of the CFS supervisor in measuring the competency of the CPS
specialist during the first 24 months of employment. specialist during the first 24 months of employment. In the former BJST classes, new CPS specialists apent three weeks at a centralized training center. This requirement has been eliminated. The project identified the skills required for tasks performed by CPS specialists and revised the training curriculum accordingly. Plans are being made to conduct a pilot test of the revised curriculum in two DHS administrative receives. A training accolation form and the trative regions. A training evaluation form and the agends of the CPS BJST are appended. (RH)

ED 264 005

Dennis-Small, Lucretia Washburn, Kerry

Family-Centered, Home-Based Intervention

Project for Protective Services Clients. Annual
Report: Innovations in Protective Services.

Texas State Dept. of Human Resources, Austin.

Spons Agency—Office of Human Development

Services (DHHS), Washington, D.C.

Pub Date—30 Sep 85

Grant—OHDS-06C23-09

Note—28n: For related documents are 78.036

-28p.; For related documents, see PS 015 465-471.

465-471.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors— \*Agency Cooperation, \*Child Abuse, \*Child Neglect, \*Cost Effectiveness, \*Home Programs, \*Intervention, Program Descriptions, Program Evaluation Identifiers— \*Child Protective Service, Impact Evaluation, Texas

Reported are findings of an impact evaluation of

Identifiers—\*Child Protective Service, Impact Evaluation, Texas
Reported are findings of an impact evaluation of the Family-Centered Home-Based Intervention Project for Protective Services Clients, a joint venture of the Texas Department of Human Services (DHS) Region 11 (Houston) and the DePelchin Children's Center. The project demonstrated a model of intensive intervention with families who had been referred to DHS's child protective services (CFS). Cases were assigned randomly to either DHS or DePelchin staff. The impact evaluation compared intensive services provided by DHS, standard DHS protective services, and intensive services provided by DHS, standard DHS protective services, and intensive services provided by DHS, and the cost of services. Due to the small number of comparison were the effects of services on families and the cost of services. Due to the small number of clients served in the year, results were limited to descriptive data. These data suggested that children from families receiving intensive services from either DHS or DePelchin staff were removed from their homes less frequently than those from families. ther DHS or DePelchin staff were removed from their homes less frequently than those from families receiving standard DHS protective services. Cost comparisons indicated that while the per-family cost of DHS intensive intervention was higher than that of standard services, the low frequency of re-movals in intensive services cases resulted in lower costs for foater care. Costs for intensive intervention provided by DePelchin staff were slightly lower than those for DHS intensive services. The cost analysis is included in this report. (RH)

PS 015 471 Dennis-Small, Lucretia
Automated Performance Tracking and Productiv-

ity Improvement Project. Annual Report: Innovations in Protective Services.

Texas State Dept. of Human Resources, Austin Spons Agency—Office of Human Developms Services (DHHS), Washington, D.C.

Pub Date—30 Sep 85

Grant—OHDS-06C23-09

fote 40p.; For related documents, see PS 015

465-470.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Automation, Caseworker Approach,
Competency Based Education, \*Compliance (Legal), \*Computer Oriented Programs, Flow Charts,
\*Management Development, \*Performance Pactors, \*Productivity, Program Evaluation, State

Standards
Identifiers—\*Automated Monitoring, Case Reading Guides, Casework Evaluation, \*Child Protective Service, Texas

tive Service, Texas
Findings are reported of a process evaluation of
the Automated Performance Tracking and Productivity Improvement Project, a project developed to
enhance the productivity and efficiency of child
protective services (CPS) staff and to enable Region
10 of the Texas Department of Human Services to
better meet federal and state performance guidelines. Described are the methods used to establish
the automated awatem for measuring productivity lines. Described are the methods used to establish the automated system for measuring productivity and the techniques used to train managerial staff in solving problems that might be identified when the system is fully operational. Once developed, the system will serve as a mechanism to track individual and regional achievement of statewide performance standards and work load measures and to assist in dentifying areas where corrective action is needed. stentifying areas where corrective action is needed.

Appendices contain: the newly developed set of uniform personnel tasks and standards; the case reading guides used to judge case compliance with federal regulations; a flowchart of the automated tracking system; and samples of the system's computer-generated reports. (RH)

ED 264 007 PS 015 474

ED 264 007

PS 015 474

Paterno, JoAnna
Mandatory Kindergarten: Will it Make a Difference in Kentucky?

Pub Date—[84]

Note—12p.; Document contains light type.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Comparative Analysis, \*Compulsory Education, \*Educational Quality, Elementary Education, \*Kindergarten, Longitudinal Studies, \*Outcomes of Education, School Attendance Legislation Identifiers—Comprehensive Tests of Basic Skills.

-Comprehensive Tests of Basic Skills,

Identifiers—Comprehensive Tests of Basic Skills, "Kentucky In March of 1984, the Kentucky General Assembly revised and approved a senate bill that made kindergarten mandatory beginning with the 1985-86 school year. This paper reviews several national and state research studies which help demonstrates the second services of the second services are several materials. tional and state research studies which help demonstrate reasons why early education would be beneficial to a student population. Particularly discussed are the results of two national studies, the Consortium on Developmental Continuity and the Consortium for Longitudinal Studies, which indicate long-term educational effects. Studies in Kentucky, focusing specifically on the effects of kindergarten attendance on later academic achievement, revealed a significant difference in third and fifth great applications. ment, revealed a significant difference in third and fifth grade schievement test scores between stu-dents with and without kindergarten experience. The students with kindergarten experience scored higher at both grade levels in reading, language, math, and total battery. In a study conducted by Paterno and Taylor, the effects of the kindergarten experience on immediate (first grade) academic achievement of rural children was investigated. Re-sults indicated higher scores for kindergarten versus suns anneance nigher scores for kindergarten versus non-kindergarten experienced children in the same four areas. In conclusion, the paper discusses the need for further research and the concern for the effect of mandatory kindergarten on children in Kentucky. (DST)

PS 015 476 ED 264 008 McGuire, Jacqueline Mother-Daughter and Father-Son Relationships. Pub Date—Sep 85

Note—25p.; Paper presented at the Annual Confer-ence of the Developmental Psychological Section, British Psychological Society (Belfast, Northern Ireland, September 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Daughters, Educational Theories, Fathers, Foreign Countries, \*Imitation, \*Modeling (Psychology), Mothers, Naturalistic Observation, Parent Attitudes, \*Parent Child Relationship, \*Sex Differences, Sons, \*Toddlers Identifiers—\*Behavior Descriptions, England (London), \*Gender Identity
The importance of a child's relationship with the same gender parent, which influences their interactions with mothers and fathers is discussed. Forty 2-year-old girls and boys were observed in interactions with mothers and fathers at home, and behavior ratings were based on the following criteria availability, warmth, and power structure. Results indicated little evidence that same gender parent modeling and imitation was more likely than opposite gender, although significant sex differences were observed in the above mentioned three criteria. (DST)

The Crisis in Infant and Toddler Child Care.
Ad Hoc Day Care Coalition, Washington, DC.
Pub Date—85
Note: 45

Pub Date—85
Note—25p.
Note—25p.
Note—25p.
Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, Washington, DC 20009 (82.50).
Pub Type—Opinion Papers (120)
EDRS Price - MF01 Plas Postage. PC Not Available from EDRS.
Descriptors—\*Child Caregivers, Costs, \*Day Care, \*Demand Occupations, Demography, Early Childhood Education, Educational Objectives, \*Educational Quality, Employed Parents, Family Day Care, Government Role, \*Infants, Standards, \*Toddlers\*

ldentiflers—\*Program Monitoring

Identifiers—\*Program Monitoring
Unprecedented increases in the labor force participation of mothers with children below the age of 3 ipation of mothers with children below the age of 3 years, a largely unmonitored supply of out-of-home child care for infants and toddlers which has not kept up with the demand, and the potential for serious developmental damage to children who do not get adequate, individualized care in the earliest years of life have combined to produce a child care crisis for millions of infants and toddlers and their working parents in this country. This report provides information about: the changing demographics of working parents with infants; existing child care arrangements; the unmet demand for infant care arrangements; the unmet demand for infant and toddler child care; the care infants and toddlers and toutier than care; me care immus and toutiers meed; qualities of a competent caregiver for infants and toddlers; measures of quality; the regulation of quality care; the high cost of high quality care; goals for a better infant and toddler child care policy; and strategies for implementing such goals. (RH)

Institute of Family Studies 1984-85 Annual Report.

Institute of Family Studies, Melbourne (Australia). Pub Date-85

Note—81p.

Available from—Institute of Family Studies, 766

Elizabeth Street, Melbourne, Victoria 3000, Aus-

traia.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Pins Postage.
Descriptors—Data Analysis, Databases, "Family (Sociological Unit), "Family Programs, Financial Support, Foreign Countries, "Information Services, "Program Proposals, Public Policy, Research and Development, "Research Coordinating Units, Research Needs, "Research Projects, Research Utilization, Sociocultural Paterns." terns

Identifiers-\*Australia The Institute of Family Studies has completed its fifth year of operation; its future development defifth year of operation; its future development depends on a clear statement of government support backed by sufficient staff and financial resources. This report focuses on current operating difficulties, structure, and schievements and activities of the Institute during the 1984-85 facal year. The first section, entitled "Facing the Future," discusses budget restrictions and reviews the Institute's role and functions. The second section, "Structure and Functions," identifies the membership and staff and reports the financial statement for 1980-81 through 1984-85. The third and iongest section, "Operations," discusses social structure and family process, family law, the Children in Families Project, family support projects, family policies, and research de-velopment. The last section, "Information Collec-tion and Dissemination," reviews the Institute's information and reference services, Family Data-base, publications program, media coverage, and staff lectures and publications. (DST)

E.D 204 U11 PS 015 483
Study of the Regulation of Child Care in Hawaii:
A Report to the Legislature of the State of
Hawaii. Report No. 85-12.
Hawaii State Dept. of Education, Honolulu. Office
of the Legislative Auditor.
Pub Date—Feb 85
Note.—76. ED 264 011 PS 015 483

Pub Date—Feb 85
Note—75p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Day Care, \*Day Care Centers, \*Evaluation Utilization, Facilities, Facility Guidelines, \*Family Day Care, Policy Formation, Prevention, Program Administration, Program Effectiveness, \*Program Evaluation, \*State Legislation Identifiers—\*Hawaii, Historical Background, Regulation, \*Program Effectiveness, \*Program Evaluation, \*State Legislation Identifiers—\*Hawaii, Historical Background, Regulation, \*Program Effectiveness, \*Program Evaluation, \*State Legislation Identifiers—\*Hawaii, Historical Background, Regulation, \*Program Effectiveness, \*Program Evaluation, \*Progr

latory Programs

This report focuses on the legal framework governing the operations of child care centers and family day care homes in the state of Hawaii. The acope, ity day care homes in the state of Hawaii. The scope, adequacy, and effectiveness of these regulations in protecting the health, safety, and welfare of young children are reviewed. A secondary focus is the management of the child care regulatory program by the Department of Social Services and Housing. Chapter 1 states the objectives and scope of the study and outlines the organization of the report. Chapter 2 provides healterned information on study and outlines the organization of the report. Chapter 2 provides background information on child care and its regulation nationally and in Hawaii, and chapter 3 discusses some principles relating to government regulation and the adequacy of child care regulations. The management of the child care regulatory program by the Department of Social Services and Housing is examined in chapter 4. Chapters, 2 and 6 assess respectively the effective the effective programment of the chapter 4. cial Services and Housing is examined in chapter 4. Chapters 5 and 6 assess, respectively, the effectiveness of Chapter 892 (the laws for licensing child care centers and group day care homes) and Chap-ter 891 (laws issued for the licensing of family day care homes). A summary of the report is provided in chapter 7. (DST)

ED 264 012 PS 015 484

Munagian, Irene
Developing the Art of Negotiation among
Pre-School Children in the Unique Setting of Family Day Care. Pub Date—[80]

Pub Date—[80]
Note—19p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, \*Family
Day Care, \*Interpersonal Competence, \*Peer Relationship, \*Preschool Children, \*Social Behavior, Social Influences, Socialization, Teacher
Effectiveness, Teacher Role, Toddiers, \*Verbal
Communication
Identifiers—\*Negotiation Processes, Social Interac-

Instances of toddlers practicing the art of negotiation while playing with peers in a family day care setting are recounted as part of a child caregiver's search for the sources of her skill in influencing children's verbal behavior. The search led to reflecchildren's verbal behavior. The search led to reflection on experiences in college classes on child development, at work teaching, and at home as a sometimes ineffective parent. The caregiver concludes that the materials read and absorbed, preachool observations, and teaching practice added information to that gained through raising a son suffering from an attentional deficit disorder. (Author/RH)

ED 264 013 PS 015 485

ED 264 013

Child Care and the Role of the Public Schools.

Report of a Conference (Wayzata, Minnesota, December 10-12, 1984).

Spring Hill Center, Wayzata, MN.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—Dec 84

Pub Date—Dec 84
Note—67p.
Pub Type—Collected Works - Proceedings (021) —
Opinion Papers (120)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Child Advocacy, \*Children, Cooperative Programs, Coordination, Day Care, Early
Childhood Education, \*Educational Change, Elementary Education, Employed Parents, Extended
School Day, Networks, Organizational Communication, Policy Formation, \*Preschool Children,

\*Public Education, \*Public Policy, Public Schools Identifiers—Coalitions
This conference report summarizes 12 presenta-

This conference report summarizes 12 presentations, small and large group discussions, conclusions, and policy suggestions. The conference's
purpose was to initiate a coalition between the policy domains of early education and child care and
to encourage the dissemination of information
about possible service arrangements which bring together the assets of the public schools and other
child care organizations. Sponsored by Spring Hill
Center (an independent nonprofit conference organization), the conference featured five major sessions which addressed the following topics: (1) the
demand for services for preschool children, (2)
background and status of the issue, (3) cooperative
programs in action, (4) political consideration, and
(5) network building. Appendices include the conference agenda, a participant list, and sample responses from the media. (DST)

ED 264 014 PS 015 487 Mann, Barbara Kay Sherman, Wendy S.

A Study of the Predictive Validity of the Dallas
Preschool Screening Test; and The Predictive
Validity of the Dallas Preschool Screening Test
using the Hillsborough Early Rating Scale as

Florida Educational Research and Development Council, Inc., Sanibel.

Pub Date-84

Pub Date—84

Note—80p.

Available from—FERDC, P.O. Box 506, Sanibel,
FL 33957 (33.00; 10 discount on orders of 5 or
more copies. Orders of less than \$20.00 must be
accompanied by a check or money order.)

Journal Cit—Florida Educational Research and Development Council, Inc. Research Bulletin; v18
n1 Sum 1984

Pub Type— Reports - Research (143)
EDRS Pcice - MF01/PC04 Plus Postage.
Descriptors—Early Childhood Education, "Kindergarten Children, Learning Problems, "Predictive Validity, "Preschool Children, Preschool Tests, Rating Scales, "School Readiness, "Screening Tests"

-Comprehensive Tests of Basic Skills,

Identifiers—Comprehensive Tests of Basic Skills,
\*Dallas Preschool Screening Test, Developmentally Delayed, Hillsborough Early Rating Scale
The purpose of these studies was to provide information on the Dallas Preschool Screening Test
(DPST). While the DPST is widely used in Texas,
little research on the instrument exists. Study 1 provides data on the predictive validity of the DPST for little research on the instrument exists. Study 1 provides data on the predictive validity of the DPST for total and component scores of the Comprehensive Test of Basic Skills (CTBS). It was hypothesized that the DPST total and partial scores would significantly correlate with the CTBS Reading Total as would a subset of the DPST subtest scores with the CTBS Reading Total as core. Subjects were 107 children with Fall, 1981 DPST scores from the Center for Children with Special Learning Needs plus Spring, 1983 CTBS scores from Hilbsborough County Public Schools. Although results indicated some significant correlations, the size of the correlations suggested that they have little predictive value. It is recommended that the DPST be used in conjunction with some other measure. A second study of the predictive value, of the DPST investigated the relationship between preschool performance, as measured by the Hillsborough Early Rating Scale (HERS); the relationship between the CTBS and the HERS also was explored. Subjects were 101 kindergarten children. Results indicated that the DPST had a limited predictive relationship with the HERS. Results suggest that the use of the DPST as a predictor of later school success is questionable. (RH)

ED 264 015 PS 015 489 Cook, Jackqueline T.
Child Daycare.
Report No.—ISBN-0-89881-020-5
Pub Date—85 Note-136p. Available fro

Available from—Edmunds Enterprises, P.O. Box 14471, Oakland, CA 94614 (\$8.95 plus \$1.50 shipping and handling, California residents add 6.5 percent sales tax). Pub Type—Books (010) — Opinion Papers (120) EDRS Price - MF01 Plus Postage, PC Not Avail-

able from EDRS.

Descriptors—\*Day Care Centers, \*Delivery Systems, \*Economic Factors, \*Family Day Care, Fi-

mancial Support, Information Services, Needs Asaesament, Public Policy, Referral, "School Age
Day Care, Social Change, "Standards
Identifiers—"Parent Cooperatives, Research Results, State Regulation
Based on the thesis that the absence of adequate
child care resources in the United States presents a
crisis not only for the child but for the parent, the
employer, and society as a whole, this book provides
an overview of that crisis in child day care. Part 1
briefly indicates the dimensions of the crisis, firon
early industrialization in England to the impacts of
the New Federalism in the United States; and focuses on socioeconomic factors bearing on the crisis. Part 2 describes some of the major components
of the informal child day care delivery system and
gives a few examples of the types of programs in
operation, including centers, Mom and Pop programs, corporate child care, work-site programs,
military programs, family day care homes, parent
cooperatives, and school-age care. Characteristics
of child day care services are pointed out. Part 3
focuses on policy and program issues—the economics of child day care, regulations and standards, the
delivery system, research, policy boards, and, very
briefly, related global issues. Part 4 centers on solutions, such as strengthening existing services, decreasing tonestry, related global issues. Part 4 centers on solu-tions, such as strengthening existing services, infor-mation and referral, expanding services, decreasing the need for services, and, extensively, resource mo-bilization. Appended is a list of national organiza-tions supportive to child advocacy. (RH)

ED 264 016 Goodall, Joanne D.

Increasing Parent Involvement in Home Learning
Activities.

Pub Date—Jun 85

Pub Date—Jun 85
Note—43p.; Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Home Programs, "Individual Instruction, "Kindergarten Children, "Learning Activities, "Parent Participation, Parent Student Relationship, "Parent Teacher Cooperation, Primary Education mary Education
Identifiers—Maryland (Glen Burnie), \*Parent as a

Teacher

Identifiers—Maryland (Glen Burnie), "Parent as a Teacher Kindergarten teachers in Anne Arundel County, Maryland, were given a daily schedule to follow which allotted time for teachers to work with large and small groups, but provided no time for individualized instruction. This practicum was planned and implemented to meet the need for individual attention for the 45 kindergarten children attending Glendale Elementary School in Glen Burnic. General goals were to: (1) provide information to parents about akills their child is developing in kindergarten; (2) supply materials for parents so that they can help their child practice those skills at home; (3) encourage discussions and interaction between the parent and child; (4) develop the parent's helping and evaluating techniques; and (5) provide another opening for communication between the kindergarten and the home. The practicum's specific goal was to have 90 percent of the parents participate in supervising their children's involvement with home learning activities. Almost 95 percent of the parents and children participated. The parents indicasted that the shared activities helped them know which skills their child was learning in class, encouraged discussion between the parent and child about schoolwork, helped the parent to help the child, and aided the parent in judging the child's progress. Various forms and a sample home learning activity are appended. (RH)

ED 264 017 PS 015 495 Anbar, Ada
Reading Acquisition of Preschool Children without
Systematic Instruction.

Pub Date—85

Pub Date—85
Note—29p.
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Case Studies, Developmental Stages,
"Early Reading, Incidental Learning, Models,
"Parent Role, "Prereading Experience, "Preschool Children, "Reading Achievement, "Reading Processes, Reading Research
The reading development of six preschool children who learned to read at home without systematic instruction was studied in depth using the case
study method. The main objective of the study was
to ascertain (1) if there was an identifiable process

by which these children learned to read and (2) the by which these children learned to read and (2) the role of the parents in these children's early reading acquisition. Findings indicate an evolving process of reading acquisition for each subject; a strong simi-larity in the process of reading acquisition across subjects; development taking place across several sequential steps or stages; and the influence of par-ents in developing children's reading ability, al-though their help seemed to be mostly spontaneous, intuitive, and unplanned. Based on findings, a model is proposed that describes possible stages in the reading development of preschool children who learn to read without systematic instruction. (Au-thor/RH) thor/RH)

PS 015 496

Saltz, Rosalym Boesen, Christine Effects of a University CDA Teacher Education Program: Findings of a Three Year Study, Sum-mary of Findings. Pub Date—16 Nov 85

Pub Date—19 Nov 53 Note—19p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985). Pub Type-Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPDL/PCOI Pins Postage.
Descriptors—\*Child Caregivers, \*Competency
Based Teacher Education, \*Course Descriptions,
Credentials, Day Care, Early Childhood Education, Followup Studies, Individual Development,
Job Satisfaction, Longitudinal Studies, Observation, Off the Job Training, \*Preschool Teacheroloir,
\*Program Evaluation, Self Esteem, Teacher Characteristics.

acteristics
Identifiers—\*CDA, Child Development Associate,
Self Report Measures, University of Michigan

The results of an evaluation study of a university Child Development Associate (CDA) training pro-gram are summarized, focusing on the characteris-tics of this non-traditional educational program and tics of this non-traditional educational program and its effects on the classroom performance and personal development of its adult students. The subjects were 215 female preschool teachers and staff enrolled in the University of Michigan-Dearborn CDA Training Program from 1982 to 1985. The results of this 3-year study supplement and extend the findings of the relatively small number of previous research studies which have been reported in the area of CDA competencies and training prothe area of CDA competencies and training pro-grams and their effects. Assessments of d. 1 col-lected from four evaluation measures, including two self-report questionnaires, classroom observations, and a follow-up survey, are reported in the form of various tables and graphs. (DST)

PS 015 497

Shulman, Brian B.
Using Play Behavior to Describe Young Children's
Conversational Abilities.
Pub Date—85
Note—10.

Pub Date—85 Note—19p.; Portions of this paper were presented at the Annual Meeting of the National Associa-tion for the Education of Young Children (Los Angeles, CA, 1984) and the International Con-gress for the Study of Child Language (3rd, Aus-

gress for the Study of Child Language (Std, Fast-tin, Tx).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, "Commu-nication Skills, "Performance Factors, "Play,
"Preschool Children, Preschool Education, Videotape Recordings
Identifiers—\*Context Effect, \*Conversation, Topic

eotape Recordings
Identifiers—"Context Effect, "Conversation, Topic
Changes, Turn Taking
The effects of three play contexts on young children's turn taking, topic maintenance, and topic
change skills were investigated. Participants were
40 normally-developing, English-speaking Caucasian children of middle-income parents; they ranged
in age from approximately 4 years to 6 and one half
years. Subjects were subdivided into younger and
older groups each containing 10 males and 10 females. All subjects engaged in three counterbalanced experimental conditions with the same
examiner on three consecutive days. Conditions
were entitled "Let's Go Shopping." "Kitchen Play,"
and "The Secret Box" and involved, respectively,
any grocery cart and plastic food items; a toy stove
and refrigerator, plastic plates, cutlery, and assorted
cooking utensilis; and a cardboard box containing a
rubber ball, a toy telephone, some dolls, a comb, and
a toothbrush. No formal instructions were provided

to subjects who were told only that they were "going to play." Examiners' verbalizations were limited to the use of convensational placeholders and descriptives. A total of 150 spontaneously produced utterances were analyzed. Results suggested that thematically-oriented and goal-directed play contexts serve to maximize young children's use of the above discourse parameters investigated in this study. Recommendations for designing and implementing such contexts are offered in order to enhance children's conversational and linguistic skill development. (Author/RH)

ED 264 020 PS 015 498

ED 264 020

Johnston, John M.

Intergenerational Experiences and Programs:

Benefits and Considerations for Young Children,
Older Adults and Program Administrators.

Pub Date—16 Nov 8:

Note—30p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA,
November 14-17, 1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Child Caregivers, \*Day Care, Early
Childhood Education, Employees, Exchange Programs, \*Older Adults, \*Program Administration,
Program Effectiveness, Sociocultural Patterns,
Staff Development, Stereotypes, Training, Volunteers, \*Young Children
Identifiers—\*Age Bias, \*Intergenerational Programs

grams
Intergenerational child care is a general label for
the concept of interactions between young children
in prekindergarten and child care programs and
older adults who are retired or nearing retirement.
Discussion of the concept and associated trends in
the content of the concept of the concept of the content of th care initially focuses on factors accounting for the recent interest in involving older adults in programs for young children. Types of intergenerational programs such as exchange, volunteer/aide, and emgrams such as exchange, volunteer/aioe, and em-ployee programs are described. Objectives of intergenerational programs and benefits of intergen-erational experiences for children and older adults are listed. Subsequent discussion focuses on admin-istrative considerations for intergenerational existrative considerations for intergenerational ex-change programs, volunteer programs, and employee programs. Included in the latter section are discussions of trends regarding older volunteers and employees, age stereotyping, the inaccuracy of job-related age stereotypes, facts countering age bias, and common misconceptions about the eco-nomic condition of older adults, their involvement in accitett, and their stitudes about work and estirenomic condition of older adults, their involvement in society, and their attitudes about work and retirement. Concluding sections of the document concern training and staff development needs of older adults, related issues, and steps that will provide needed information about such programs and their effects. (RH)

ED 264 021 PS 015 499

Clark, Roberta J. And Others
Adolescen. ...afant Development: A Family-Centered Approach to Working with Teen Parents and Their High Risk Infants.
Spons Agency—Special Education Programs (ED-VOSERS), Washington, DC.
Pub Date—Mar 85.
Grant—GONE 8034-1.

Pub Date-Mar 85 Grant-G008303643

Note—34p.; Paper presented at the Biennial Meeting of the National Training Institute (4th, Washington, DC, December 6-8, 1985). Tables 2 and 4 contain small print.

contain small print.

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors— Adolescent Development, Case
Studies, Child Development, \*Early Parenthood,
Family Influence, Family Role, \*High Risk Persons, \*Infants, \*Mothers, Pregnancy, Program

Descriptions
Identifiers—\*Adolescent Infant Development Program DC, \*Early Intervention Programs, Psycho-

gram DC, \*Early Intervention Programs, Psychosocial Development
Using two cases as the basis of exploration, this article discusses (1) the impact of pregnancy during adolescence on the development of the young gir and her offspring and (2) the influences of her extended family. It also explores the concept of adolescent finant development as a means of providing comprehensive services to pregnant adolescents, adolescent parents, and their infants. The underlying premise for the concept of adolescent/infant development is that the development of both

adolescents and infants must be facilitated. Important features of the model demonstration program developed at Howard University Hospital, designed to implement this premise, are that intervention whenever possible and that follow-up services are provided for 3 years after the birth of the baby. Major emphases of the program includes assisting the adolescent in continuing her education, encouraging her self-sufficiency and independence, and discouraging additional pregnancies during the adolescent period. These goals are achieved by using a holistic, family-centered approach to working with the adolescent parent/infant dyad. Four tables are appended. (Author/RH) cents and infants must be facilitated. Impor-

ED 264 022

PS 015 500

Bry, Thea Bry, Thea Lisison Problems among Infant Psychiatry, Psy-chology, Pediatrics, Nursing, and Social Work in Infant Mental Health Care. Pub Date—Nov 85

Pub Date—Nov 85
Note—19p.; Paper presented at the Biennial Meeting of the National Center for Clinical Infant Programs' National Training Institute (4th, Washington, DC, December 6-8, 1985).
Pub Type—Speeches' Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Agency Cooperation, "Community Health Services, Conflict Resolution, "Coordination, "Mealth Personnel, High Risk Persons, "Infants, "Mental Health, Neonates, Nurses, Organizational Change, Parent Child Relationahip, Physicians, Psychologists, Social Support ahip, Physicians, Psychologists, Social Support Groups, Social Workers Identifiers—New Jersey (Newark)

Discussed are attempts made by staff at the Com-munity Mental Health Center of the New Jersey School of Medicine to develop an ongoing working relationabily with pediatric neonatologists, house staff, and nursing staff in order to promote their attunement to mental health needs and obtain ac-cess to their expertise. After a description of the center and the dimensions of infant mental health center and the dimensions of infant mental nearin care, the document provides examples of coopera-tion in clinical work and ways of building liaison and overcoming conflict. Building the working relation-ship is a complex process in which all sides try to balance the common interests in tasks, school, and balance the common interests in tasks, school, and clientele against the special interests of departmen-tal, professional, and individual success and recog-nition. Cooperation in this process appears possible only by making continued helpful nonpartisan con-tributions and by displaying genuine openness in communications, in the hope that these efforts will be reciprocated. (RH)

ED 264 023 PS 015 501

PS 015 501
Prater, Norma Jean And Others
Who's Reading to the Children?
Pub Date—16 Nov 85
Note—19p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).

Pub Type-Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP91/PC01 Plus Postage.
Descriptors—"Day Care, Demography, Early Childhood Education, "Employed Parents, Incidence, Middle Class, National Surveys, "Parent Participation, "Preschool Children, "Reading Aloud to Others, "Reading Habits, Reading Material Selection, Reading Research, Teacher Role A nationwide survey was conducted among families with children enrolled in Kinder-Care Learning Centers (KCLC) to determine parental practices

les with children enrolled in Kinder-Care Learning Centers (KCLC) to determine parental practices of reading aloud to preachool children. A total of 50 KCLCs was selected in such a way that the geographic distribution by four U.S. regions was representative of the 900 KCLC-Randomly selected centers were located in 25 states, with the number of centers per state ranging from 1 to 5. Working parents with 3-, 4-, and 5-year-old children in these centers comprised the sample population. Survey forms designed to collect demographic data and information about read-aloud practices were distributed to the sample population. Questions focused on demographic data, frequency and length of read-aloud sessions, sources of books, the person who usually read to the child, verbal interaction during read-aloud sessions, sources of books, read-aloud time and read-aloud place, and whether or not the child was familiar with selected well-known characters from children's literature. Findings indi-

cate that although the working parents had limited time to spend with their children, 83.4 percent re-ported that they read aloud several times a week or portest that they read about several times a week or more, and 39 percent spent at least 15 minutes per read-aloud session. Findings also provide informa-tion about the variety and quality of literature being shared with children. (RH)

PS 015 503

Wright, Cheryl
Student Teacher Manual.
Utah Univ., Salt Lake City. Dept. of Family and Consumer Studies. Pub Date—[85]

Pub Date—[83]
Note—49p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF0L/PC02 Plus Pestage.
Descriptors—\*Creative Thinking, Educational Philosophy, Guidelines, Higher Education, Lesson Plans, Parent Participation, \*Preschool Education, Records (Forms), Safety, \*Student Teachers, \*Transhet Bule Teacher Role

Identifiers-\*Child and Family Development Center UT

ter UT

Written in outline form to provide basic information to student teachers about the University of
Utah's Child and Family Development Center preschool program, this manual describes a model preschool program based on creative thinking skills.
Included are: a description of the program's creative
philosophy which also contains a list of blocks to
creativity; requirements for student teachers and
curriculum; a list of components of creativity; categories of creative talent; suggestions for lesson
lans: suggested materials for creative activities in gories of creative talent; suggestions for lesson plans; suggested materials for creative activities in the preschool; tips for excursions; guidelines for conducting home visits and involving parents; basic guidance techniques; a list of limits for children; a statement of preschool policy for student teachers; an outline of safety procedures, and suggestions for avoiding common problems in student teaching. Appended are a teacher competency rating form; a statement of policy on strung compositions and the safety of the safety o Appended are a teacher competency rating form; a statement of policy on group composition and scheduling; a child and family background informa-tion form; a creativity form for children; a parent involvement survey form; a field trip permission form, an accident report form, a statement of policy regulating visitors wishing to observe the program; observation authorization forms; research policy in-formation for parents; and a contract establishing the responsibilities of teachers, parents, and re-searchers involved in the preschool program. (RH)

PS 015 505

Robinson, Clyde C. Juckson, Ronald
The Effects of Varying Structure within a Prototypical Play Object on the Solitary Pretend Play
of Preschool Children.
Pub Date—Jun 85
Notes—30. P.

Pub Date—Jun 85

Note—30p.; Paper presented at the Association for Childhood Education International Study Conference (San Antonio, TX, June 18-22, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavior Patterns, Creativity, Interest Research, \*Preschool Children, Preschool Education, \*Persenced Play. \*Tows.

est Research, "Freschool Children, Freschool Ed-ucation, "Pretend Play, "Toys Identifiers—Distraction, "Solitary Play Claims about the relative holding-power and play-versatility of toys either low or high in amount of realistic detail, such as miniature metal cars, were of realistic detail, such as miniature metal cars, were tested in a solitary play environment with and without the use of props. Subjects were 36 middle-class preschool children. Results suggest that, when structure is varied within the toy prototype, high-detailed cars had a greater holding power than low-detailed cars on children's pretend play, a finding contrary to prevalent claims. Significantly less distracted behavior occurred with high-detailed cars. Contrary to claims about the versatility of play, no significant differences were found between children exposed to high- and low-detailed cars in the number of play categories they engaged in. While

dren exposed to high and low-detailed cars in the number of play categories they engaged in. While props, such as roads, had little impact upon the length of time children spent in pretend play, they did focus the children's play upon prototypic-theme behaviors. It is concluded that a prototypic toy seems to elicit a somewhat fixed repertoire of play behaviors in preschool children playing alone. Increasing the amount of realistic detail on the prototypic toy does not appear to enhance the versatile typic toy does not appear to enhance the versatility of toy-manipulation behaviors, but it does appear to influence the duration of play. (Author/RH)

ED 264 026

PS 015 506

Flores, Alfredo And Others Head Start Celebrates 20th Anniversary and America's Future. Texas Tech Univ., Lubbock. Inst. for Child and

Family Studies. Pub Date—85

Note—34p.; Photographs may not reproduce weil. Journal Cit—Metro Impressions (Region VI); Spr

1985
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Opinion Papers (120) EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agency Cooperation, "Community Frograms, "Compensatory Education, Early Childhood Education, "Educational Objectives, Futures (of Society), Learning Activities, Local Issues, Longitudinal Studies, "Program Descriptions, Research Utilization, "Social Change Identifiers—"Project Head Start, Region 6, "Research Results

search Results

Articles in this serial publication highlight the past, present, and possible future of Project Head Start and celebrate the project's 20th birthday. "Head Start: Today and Yesterday" (Affred Flores) emphasizes the goals of Head Start. "Why Head Start Is a Winner" (Mary Tom Riley and Jamie Tucker) reports the results of longitudinal studies of the effects of the compensatory project. "What's Happening? Daily Activities in Head Start" (Tucker) offers a sample schedule for a full-day Head Start Program, describes developmentally-oriented learning activities, and discusses the need for parent involvement. "Texas Tech University Facilitator for Metro Network" (Flores) briefly decilitator for Metro Network" (Flores) briefly decilitator for Metro Network" (Flores) briefly de-scribes the cooperative relationship between Head Start Metro Programs and the Institute for Child and Family Studies. "Profiles: Metro Programs" (Riley and Flores) describes the six metro local pro-grams in Region VI which are operating in Austin, Dallas, Hidalgo. County, Houston, New Orleans, and San Antonio. "Metro Programs Support Re-search in Action Concept" (Tucker) briefly reports on efforts, inform recreitioners of the findings of search in Action Concept" (Tucker) briefly reports on efforts to inform practitioners of the findings of research concerning child care. "On Bending Twigs and Planting Acorns," (Irving Lazar) argues that Americans are in the midst of a massive change in the way the development of infants and young children is perceived and understood, supports inclusion of computer experiences for children in early childhood education, and proposes minimal requirements to optimal learning by very young children. In conclusion, "Head Start: The Year 2001" (Riley) imagines a possible Head Start program of the future. (RH) ture. (RH)

PS 015 507

Peterson, Karen L. Huemoeller, Marcia Child Care Professionals and Parents: Congruence of Beliefs.

Pub Date-85

Pub Date—85
Note—149.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Measures, "Beliefs, Child Caregivers, "Child Rearing, "Congruence (Psychology), "Day Care, Discipline, Early Childhood Education, Paraprofessional School Personnel, "Parent Attitudes, Preschool Teachers, Professional Personnel, Questionnaires, Socialization, "Teacher Attitudes, Values
This study examines the degree of congruence in child rearing attitudes of child care professionals and parents of children enrolled in child care programs. Assessing paraprofessionals, professionals, and parents, the study's specific intent is to determine the extent of agreement among these individuations.

mine the extent of agreement among these individu-als concerning the attitudes toward discipline and als concerning the attitudes toward discipline and interaction style they maintained and presumably manifested when interacting with children. It is hypothesized that because of demographic similarities among subjects examined there would be little difference in their respective child rearing beliefs. The total number of subjects from 28 child care centers was 87 (22 professionals, 25 paraprofessionals, and 40 parents). Results indicate no differences between the child rearing attitudes of child care workers and the child rearing attitudes of child care workers and parents. The only evidence of significant differences was found between professionals and parents on the was found between professionals and parents on the qualified power assertion-qualified didactic re-sponse. It appeared that the more similar the demo-graphic characteristics between parents and caregivers, the more likely the attainment of con-gruence in child rearing beliefs. (DST)

ED 264 028

PS 015 508

Play: The Reversal Theory Perspective.

Pub Date—Sep 85
Note—16p; Paper presented at the International
Symposium on Play, Play Therapy, Play Research
(Amsterdam, Netherlands, September 12-14,

1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Motivation, \*Play, Theories
Identifiers—\*Reversal Theory, Structural Phenom-

enology
The intention of this theoretical paper is to present a reversal theory interpretation of play phenomena. Reversal theory, a developing theory in psychology, concerns the complex relationship between experience and motivation. One of the central charactieristics of the theory is that it attempts to understand why so much of human behavior is apparently unrelated to biological needs. Play is an example of such biologically gratuitous behavior, because it cannot be regarded as imperative for survival. From the standpoint of structural phenome nology, the theory of psychological reversals conceptualizes a number of bi-stable, meta-motivational states which exist as paired opposites. Individuals are considered to be in one or the other of the opposed meta-motivational states at any one time. As the name of the theory implies, reversals from one meta-motivational state to another are possible. One of these pairs, the so-called telic and paratelic meta-motivational pair, is important with respect to play because the behavior characteristics usually associated with the paratelic state are usually associated with the paratelic state are closely aligned with those described by other observers of informal play activities. On occasion, however, especially with more formalized play activities associated with contemporary sport, a telic orientation becomes apparent. This paper expands on the association between playful behavior and meta-motivational state, referring to examples from everyday experience and the views of other play theorists. (Author/RH)

PS 015 511

Lowenthal, Barbara Stress Factors and Their Alleviation in Parents of High Risk Preterm Infants.

Pub Date-[83]

Pub Date—[03]
Note—10p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Emotional Response, \*Health Personnel, High Risk Persons, Intervention, \*Parent Attitudes, \*Premature Infants, \*Stress Manage-

ment, \*Stress Variables

ment, "Stress Variables
The word "stress" all too often describes the emotional state of a parent after the premature birth of
a high risk infant. Research studies indicate specific
reasons for parental stress in the context and sertings associated with the premature birth of a child. reasons include lack of preparation for the searly birth, the immature appearance and behavior of the infant, the grieving process in the parents, and the unfamiliar and frightening atmosphere of the neonatal intensive care unit. In this paper strategies for alleviation of these parentri stress factors are proposed for utilization by the professional health care team. (RH)

ED 264 030

PS 015 512

Halch, J. Amos Child-to-Child Interactions: Findings and Implica-tions from a Naturalistic Study in Kindergarten. Pub Date—20 Jun 85

Note-26p.; Paper presented at the Association for Childhood Education International Study Confer-

can Antonio, TX, June 18-22, 1985).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affiliation Need, \*Classroom Envi-Descriptors—Affiliation Need, "Classroom and ronment, "Interpersonal Competence, "Kindergarten Children, Modeling (Psychology), Per Acceptance, Peer garten Children, Modeling (Psychology), Naturalistic Observation, Peer Acceptance, Peer Evaluation, Peer Influence, \*Peer Relationship, Primary Education, Psychological Needs, \*Social Behavior, \*Teacher Role, Teaching Methods The contributions of peer interaction to the devel-

The continuous of peer interaction to the devel-opment of social competence in kindergarten chil-dren are discussed in terms of research findings and implications for teachers. Using naturalistic meth-odology, social behavior was studied by observing interactions among children in classroom settings without direct adult supervision. In peer interactions, children were seen accomplishing social goals

in three domains: affiliation goals, competence goals, and status goals. Examples of peer interactions in these three areas are described and serve as a basis for teachers in understanding social interaction in their classrooms, new ways of thinking about children's motives and values, and alternative frameworks for planning and implementing classroom activities. Four sets of teacher roles which may help teachers organize their decisionmaking about social development in their classrooms are given: (1) establishing classroom social context, (2) modeling appropriate social strategies, and (4) teaching social awareness. (DST)

ED 264 031

PS 015 513

Weber, Larry J. And Others
Fundamental and Regular Elementary Schools: Do

Differences Exist?
Pub Date—Feb 85

Pub Date—Feb 85
Note—25p; Paper presented at the Meeting of the
Eastern Educational Research Association (8th,
Virginia Beach, VA, February 7-9, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Achievement, \*Back to
Basics, \*Classroom Environment, Comparative
Analysis \*Piscipline Educational Environment

Analysis, \*Discipline, Educational Environment, Elementary Education, \*Elementary Schools, Peer Relationship, Public Schools, \*Self Concept, Teacher Student Relationship Identifiers—\*Fundamental Schools

This study compared the academic achievement and other outcomes of three public fundamental ele-mentary schools with three regular elementary schools in a metropolitan school district. Modeled after the John Marshal Fundamental School in Pasadena, California, which opened in the fall of 1973, fundamental schools differ from regular schools in that they are based on a cooperative agreement among administrators, teachers, parents, and stu-dents; teachers and administrators function as authority figures supported by parents; and the curriculum emphasizes discipline and the "3 Rs." The other outcomes investigated included student self-concept and school and classroom learning and behavioral climates. Results indicated that fundamental school students performed as well as or bet-ter than other students on standardized achievement tests as well as in self-concept and discipline variables and that behavioral and learning climate ratings were higher in the fundamental schools. (Author/RH)

ED 264 032

PS 015 514

ED 264 032 PS 015 514
Goncu, Artin
Toward an Interactional Model of Developmental
Changes is Social Pretend Play.
ERIC Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—85
Contract—400-83-0021
Note—32p.; To be published as a chapter in Current
Topics in Early Childhood Education, v7, 1987,
Ablex Publishing Corporation, Norwood, NJ.,
Lilian G. Katz, Editor. Chapter presented at the
Annual Meeting of the International Society for Annual Meeting of the International Society for the Study of Behavioral Development (Tours, France, July 1985).

France, July 1985).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150) — Information Analyses ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, \*Cognitive Ability, \*Emotional Experience, \*Pretend Play, \*Social Devel-

Identifiers-Developmental Patterns, \*Negotiation Processes, Process Analysis, Process Skills, \*Scripts (Knowledge Structures), Social Interac-

tion

The primary aim of this discussion is to demonstrate that social pretend play is a process of negotiation involving children's attempts to reach minimal agreements in order to maintain the play activity. The second purpose is to show that the quality of negotiation changes in content and form as social pretense evolves and that this process is reflected in different phases of play. To these ends, the paper provides a theoretical framework for the discussion of shared and personal foundations of negotiations. Additionally, current research findings are reviewed in terms of developmental patterns in the negotiations that transpire during four phases of social play: tions that transpire during four phases of social play:

(1) becoming a member of a play group; (2) making a transition into the pretend mode; (3) planning and maintaining social pretend play; and (4) terminating pretend play. Concluding remarks point out that, while a complete cycle of social pretend play includes these four phases, not every instance of social pretense involves all four, the phases may not occur sequentially, and play can be terminated before the cycle is completed. Depending upon the degree of shared representation of events and forms of communication, children's play may take different snared representation of events and forms of com-numication, children's play may take different forms. It is likely that play becomes more scripted with age, although it retains its personal qualities. Future research needs to identify developmental changes in the evoluation of play interaction. Exten-sive references are included. (RH)

Anziano, Michael C. Keenan, Verne
Development of the Composition of Children's
Categories.
Pub Date—Mar 85

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4,

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Age Differences, \*Classification,
\*Cognitive Development, \*Concept Formation,
Elementary Education, \*Elementary School Students, Grade 1, Grade 3, Grade 5, \*Perception,
Visual Stimuli Visual Stimuli

Two experiments with 167 first-, third-, and fifth-grade children revealed age-related changes in the composition of natural categories. Categorizathe composition or natural categories. Categories to was investigated via perceptual similarities of objects and conceptual similarities of superordinate classes. The free-classification paradigm (Garner, 1974) was adapted to natural categories, extending present work on categorization and assessing typically the control of the control of the control of the categories of the categories. present work on categorization and assessing typi-cality effects in a complex context. Results indi-cated that first-graders sorted triads by perceptual similarities among object features; fifth-graders tended to classify by real world superordinate simi-larity; third-graders mixed both types. All children who received a brief demonstration of potential simwho received a brief demonstration of potential similarity relations categorized more by conceptual criteria than by simple similarity of features. Significant main effects were found for the variables of grade, instruction, and typicality. It is concluded that the abstract category structure is within the repertoire of younger children, but perceptual similarity may be the compelling basis of early categorization. (Author/RH)

ED 264 034

PS 015 517

Rodriguez, Gloria G.

Avance Educational Programs for Parents and
Children: A Historical Perspective of Its Twelve Year Evolvement.

Avance Educational Programs for Parents and Children, San Antonio, TX.

Pub Date-85 Note-35p.

Note—35p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Background, Child Rearing, \*Community Programs, \*Pamily Programs, Financial Support, \*Hispanic Americans, History, Leadership, Nonprofit Organizations, Parent Education, Program Descriptions, \*Program Development, \*Program Implementation, \*Social Support Groups

Identifiers-Replication, \*Texas

IGENTIALES—REPLICATION, "I PERAS

Described are aspects of the Avance Educational

Programs for Parents and Children, a non-profit,
community-based organization in San Antonio,
Texas, with the general goal of strengthening and
supporting low income Hispanic families. Introducters geometric focus on the commission and tory remarks focus on the organization's goals, target population, funding, and services. Subsequent to a personal account of the author's involvement in a personal account of the author's involvement in parenting education, discussion focuses on the im-plementation of the first Avance Program in Dallas and the replication of the Avance Neighborhood Intervention program in San Antonio. Modifica-tions of the program across 12 years of operation are described, as are the program's involvement in other programs, conferences, and materials development activities; dissemination and public relations activities; and awards, recognition, and accomplishments attained by the program. Concluding remarks focus on the program's funding history, the characteristics of a successful parenting program, and future directions.

tions of the Avance program. (RH)

PS 015 518 ED 264 035

Gardner, Philip Carpenter, Robert

A Needs Assessment for Transition from Elementary Schools to Middle Schools. Report No. 85:05.

Educational Research Inst. of British Columbia,

Vancouver.
Pub Date—1 Apr 85
Grant—ERIBC-DG-363

Oran State Co.

Note—162p.

Available from—Educational Research Institute of British Columbia, 607 West Broadway, Suite 701, Vancouver, BC VSZ 4C2, Canada (\$16.70).

Vancouver, BC V5Z 4C2, Canada (\$16.70).

Pub Type— Reports - Reaearch (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—\*Counselor Attitudes, Elementary
Schools, Elementary School Students, Foreign
Countries, Grade 5, Grade 6, Intermediate
Grades, \*Middle Schools, Needs Assessment,
\*Parent Attitudes, Program Effectiveness, Questionnaires, Student Adjustment, \*Student Attitudes, \*Teacher Attitudes, \*Transitional
Programs Programs
Identifiers—\*British Columbia

The purpose of this study was to assess both the needs of students in transition from elementary to needs of students in transition from elementary to middle school and the extent to which those needs were being met. A questionnaire was used to obtain the perceptions of 117 sixth-grade students, 64 par-ents of sixth-grade students, 37 parents of fifth-grade students, nine sixth-grade teachers, and four counselors in School District No. 69 (Qualicum), British Columbia, Canada. Findings generally point out that these students demonstrated many needs in their adjustment to the change in school. These out that these students demonstrated many needs in their adjustment to the change in school. These needs were related to the new experiences and novel routines, a new organization of school, and new accidentic, social, and personal challenges. The other groups also perceived the students to have significant needs. These groups differed in their views of which needs were most important, and divergence was found among groups as to the degree to which particular needs were being met. Appendices include a summary of frequencies of response for all survey items, a set of questionnaire samples, and a computer answer sheet. (Author/RH)

PS 015 520

FSD 1204 US9
FS 013 520
Ferratier, Louis
Attitudes, Experience and Education of Illinois
Elementary Principals Concerning Early Childhood Education.
Illinois State Board of Education, Springfield, Dept.
of Planning, Research and Evaluation.
Pub Date—Jul 85

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jul 85
Note—37p.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Early Childhood Education, Educational Demand, Educational Policy, Educational Supply, Elementary Education, Inservice Education, \*Kindergartes, Parent Education, Policy Formation, \*Principals, Private Schools, \*Program Evaluation, Public Schools, School Age Day Care, School Entrance Age, \*Self Evaluation (Groups), State Surveys, Teaching Experience, Tuition

Identifiers—Full Day Programs, Half Day Programs, \*Illinois, Latchkey Children

This paper reports the results of a statewide survey of elementary school principals by the Illinois State Board of Education to obtain information on the status of early childhood education in Illinois public and nonpublic schools. Such information has important implications for principals developing policies and programs, for determining the certification and placement of principals in schools, and in designing and implementing preservice and inservice programs to enhance the knowledge and skills of principals. More specifically, the survey collected information about: (1) the supply and demand for early childhood education programs, and (4) the opinions of local schools, (3) the number and types of early childhood education programs, and (4) the opinions of local school officials concerning selected early childhood education programs, and education if the provision of such programming in the public schools is to be expanded

and improved and if principals are to play an educational leadership role in the process. Extensive tables summarizing survey results and the survey form are included. (DST)

PS 015 521

Ferratier, Louis
Early Childhood Education Programs in Illinois

Schools.

Illinois State Board of Education, Springfield, Dept.

of Planning, Research and Evaluation.

Pub Date—Jul 85

Pub Date—ful \$5

Note—49p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communications, Day Care, \*Early
Childhood Education, Educational Experience,
Educational Practices, Incidence, \*Kindergarten,
Preschool Education, \*Private Schools, Program
Descriptions, \*Public Schools, Questionnaires,
Screening Tests, State Surveys, Tables (Data)
Identifiers—\*Illinois, Latchkey Children, Project
Head Start Head Start

Head Start

A survey instrument was developed to obtain
baseline data about early childhood education
(ECE) programs within the public and nonpublic
schools of Illinois. Information gathered concerned
(1) perceptions of elementary school officials about
the relative demand for and supply of ECE programs and services; (2) numbers and kinds of ECE
scores and asservices accurately in operation with grams and services; (2) numbers and kinds of ECB-programs and services currently in operation within the public and nonpublic schools; and (3) numbers and types of kindergarten programs in operation, the curriculum focus of these programs, the extent to which schools conducted kindergarten screening. to which schools conducted kindergarten screening, the purposes and instruments used in such processes, and information about kindergarten curriculum modification. Appended are the survey instrument and a list of screening instruments reported by survey respondents (including the number of schools reporting use of each screening instrument), (RH)

ED 264 038 PS 015 523

Hogg, Juergen
Early Childhood Education for Limited-Engliah-Proficient Children.
Illinois State Board of Education, Springfield, Dept.
of Planning, Research and Evaluation.
Pub Date—Jul 35

Note—39p.

Pub Type— Reports - Research (143) — Information Analyses (070) — Tests/Questionnaires (160)

(160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Bilingual Education Programs,
"Cognitive Development, Definitions, Demography, Educational Quality, English (Second Language), Enrollment, Federal Programs, High Risk Students, "Limited English Speaking, Literature Reviews, "Preschool Children, "Preschool Education, Program Effectiveness, Questionnaires, State Programs, State Surveys

Reviews, "Preschool Children, "Preschool Education, Program Effectiveness, Questionnaires, State Programs, State Surveys Identifiers—"Illinois

The purpose of this paper is to examine the benefits of early childhood education (ECE) for children whose proficiency in English is limited. Specifically, the paper (1) defines the basic characteristics of limited English proficient (LEP) children; (2) discusses educational risk factors and preschool enrollments of LEP children; (3) presents the rationale for beginning English language acquisition in early childhood; (4) describes the effectiveness of special language preschool programs; and (5) specifies the components of a quality preschool program for LEP children. The discussion primarily concerns children between the ages of 3 and 5 years and is based on statistical information on demographic characteristics obtained from the following sources: the 1980 U.S. Census; enrollment statistics from the 1984 State Board of Education Bilingual Census; a review of the research on ECE programs providing 1984 State Board of Education Bilingual Census; a review of the research on ECE programs providing special language assistance; consultation with nationally known early childhood educators, as well as directors and instructors of school-based programs; and a June, 1985 survey of state and federally funded pre-kindergarten bilingual programs in Illimois public schools. The purpose of the survey was to obtain information on number and ages of children served, program duration, screening and assessment, program goals and instruction, program outcomes and transition, parent involvement, program staff, and support services. The survey questionnaire is reproduced in Appendix A and the three federally funded and seven state-funded pre-kindergarten bilingual programs operating in Illinois are listed in Appendix B. A reference list is also pro-

PS 015 524 ED 264 039 ED 264 039

An Annotated Bibliography of the Head Start Research Since 1965. Head Start Evaluation, Synthesis and Utilization Project. CSR, Inc., Washington, D.C. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Head Start Bureau.

Report No.—DHHS-OHDS-85-31194

Pub Dates\_Jun 85

Report No.—DHHS-OHI Pub Date—Jun 85 Contract—105-81-C-026

Note—712p.; For the final report on this project, see PS 015 430.

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00099-5, \$23.00).

Dec. 20402 (Stock No. 017-092-00099-5, \$23.00). Pub Type— Reference Materials - Bibliographies (131) — Reports - Research (143) EDRS Price - MF04/PC29 Plus Postage. Descriptors—Annotated Bibliographies, \*Compensatory Education, Early Childhood Education, Federal Programs, \*Program Descriptions, \*Program Evaluation.

gram Evaluation Identifiers—\*Head Start Evaluation Synthesis Uti-lization Proj, \*Project Head Start, Research Sum-

lization Proj. \*Project Head Start, Research Summaries
This bibliography and the related synthesis of research were assembled to make Head Start studies
more accessible to researchers and to inform policymakers and practitioners about the major findings
included in this body of research. The bibliography
and the literature review constitute an update of the
1975 publication: "A Review of Head Start Research Since 1965 and an Annotated Bibliography."
The bibliography includes six sections: (1) an introduction explaining the methodology used to develop the bibliography and discussing the
arrangement of the bibliography; (2) the 1,653 tiers
annotated bibliography itself; (3) the co-author index which enables the reader to link various parts of
a study which appear as different documents, often a study which appear as different documents, often produced by different authors; (4) the index of stud-ies which links major studies by their most familiar ies which links major studies by their most familiar name with the name of the corporate or organizational author; (5) the explanation of the subject index which defines subject codes and the codes used to identify availability of the documents included in the annotated bibliography; and (6) the subject index which identifies all of the documents in the annotated bibliography by a unique item number and links each document to the major subject codes used to index the literature data base. While preschool advances actions assumptions as the proschool advocacy articles, newspaper-type summa-ries of studies, and training manuals are not included, some studies about preschool programs other than Head Start are included. (RH)

PS 015 531 ED 264 040

Osborne, Judy Stepfamilies: The Restructuring Process. Pub Date—83

Pub Date—83
Note—29p.; Document contains small type.
Available from—Judy Osborne, 353 Walnut St.,
Brookline, MA 02146 (\$4.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Pice - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Cognitive Restructuring, Conflict,
"Conflict Resolution, "Emotional Adjustment,
Family Counseling, Family Environment, "Family Relationship, Fantasy, Helping Relationship,
"Social Adjustment, "Stepfamily
Intended primarily for professionals, this booklet
describes a process of psychosocial restructuring

describes a process of psychosocial restructuring through which, sometimes with help, members of stepfamilies may assimilate the reality of their new situation. Sections of the discussion focus on phases in the restructuring process: fantasy; pretending; panic; and the emergence of a new family reality in the restructuring process: fantasy; pretending; panie; and the emergence of a new family reality involving conflict, re-working, and moving on. Characteristic of the fantasy phase are the 'good' and 'bad' fantasies about the new partnership and the new family. In the pretending phase, stepfamily members pretend to be the collection of fantasies they bring to the new family. Essentially, the panic phase arrives when one or more people in the family begin to recognize their unique, individual view of the family and of other family members and, consequently, start to feel like an outsider. The conflict phase is that time in which the couple and/or family as a whole confront highly charged differences in values, traditions, histories, standards, styles, perceptions, and skills. During the re-working phase conflicts are perceived in new and different ways and members begin to create relationships. Now, moving on, stepfamily members are better able to appeciate and explore the differences within their new family, differences which often become assets. Experience suggests that movement through the process takes at least 4 years. (RH)

PS 015 540

ED 264 041
PS 015 54
Lyons, Charles W. And Others
Developing Intergenerational Programs Jointly
with the Aging and Child Care Networks in
Pennsylvania. Final Report and Executive Sum-

mary.

Pittsburgh Univ., PA. Generations Together.

Spons Agency—Administration for Children,
Youth, and Families (DHHS), Washington, D.C.;
Administration on Aging (DHHS), Washington,
D.C.

D.C.
Pub Date—15 Apr 85
Grant—90-CJ-0062
Note—227p.; Pictures may not reproduce well.
Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142)
EDRS Price - MF0i/PC10 Plas Postage.
Descriptors—\*Agency Cooperation, \*Day Care,
Early Childhood Education, \*Older Adults, \*Program Development, Program Evaluation, \*Staff
Development, State Programs, Workshops,
\*Young Children
Identifiers—\*Intergenerational Programs, Pennsylvania

Identifiers—"Intergenerational Programs, Pennsylvania

A project was implemented to help program staff from the aging and child care networks to plan and mplement intergenerational programs. Specific objectives were to: (1) train approximately 15 staff members from the aging network and 15 staff members from the child care network in each of five different geographic regions of Pennsylvania to plan and implement collaborative intergenerational programs involving older adults and young children throughout Pennsylvania; (3) demonstrate the effectiveness of cooperation among the staff from the networks; (4) contribute to older adults' feelings of well-being through their involvement as support persons to young children; and (5) contribute to young children's growth and learning through the development of caring relationships between them and older adults. Evaluation data were collected through a pre- and post-test administered to the network staff before and after the 2-day training workshops, a written survey completed toward the end of the receiver by the trained staff and recording the network staff before and after the 2-day training workshops, a written survey completed toward the end of the project by the trained staff and reporting on their progress in implementing an intergenerational program, and questionnaires completed by the older adult participants and child care teachers of participating children. Outcomes indicate that the project was very successful in achieving each of its objectives. Factors contributing to the success of the program are identified, and recommendations for implementation are offered. Related materials are appended, including profiles of the new intergenerational programs. (RH)

ED 264 042 PS 015 543 Lemish, Dafna Rice, Mabel L.
Television as a Talking Picture Book: A Prop for
Language Acquisition.
Kansas Univ., Lawrence.

ons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; Spencer Foundation,

Chicago, III.
Pub Date—May 84
Grant—NICHD-HD-07255; NIMH-HD-07173

Pub Date—May 84
Grant—NICHD-HD-07255; NIMH-HD-07173
Note—529.
Pub Type— Reports - Research (143)
EDRS Price - MF61/PC03 Plus Postage.
Descriptors—Child Language, Comparative Analysis, \*Infants, \*Language Acquisition, Language Research, Longitudinal Studies, Observation, Parent Child Relationship, \*Parent Influence, Reading Aloud to Others, \*Television Viewing, \*Toddlers, \*Verbal Communication
Identifiers—Developmental Patterns
This study provides longitudinal observations of young children's behaviors while viewing television in their own homes, over a time when the children were actively involved in the process of language acquisition. A total of 16 children were observed for a period ranging from 6 to 8 months. At the begin-

acquisition. A total of 16 children were observed for a period ranging from 6 to 8 months. At the begin-ning, their ages ranged from 6 and 1/2 to 29 and 1/2 months. The observations yielded documentation of an overwhelming and consistent occurrence of lan-guage-related behaviors among children and parents

in the viewing situation. The categories of child and adult talk are reported, with description and examples of each category. Categories of children's verbal behavior included designating through pointing, pointing and speaking unintelligibly, verbal labeling with or without pointing, and pointing with a question; questioning about television content by using "wh" and form questions, questions relating to self, and operative questions, repetition; and description. Categories of caretaker verbal behavior included designating through attention calling, labeling, correcting, and requesting a label; questioning; and parent responses to the child involving repetition, acknowledgement, directing behavior, and answering questions. The categories are compared to those reported for parent-child interactions outside the viewing experience, in particular, joint book reading. A model of television as a talking picture book is proposed. (Author/RH) in the viewing situation. The categories of child and

ED 264 043

Rice, Mabel L. Haight, Patti L.

The "Motherese" of Mr. Rogers: A Description of the Dialogue of Educational Television Pro-PS 015 544

pons Agency-National Inst. of Mental Health (DHHS), Rockville, MD.; Spencer Foundation,

Chicago, Ill.
Pub Date—85

Pub Date—85
Grant—MICHHD-HD-07255
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Language, Comparative Analysis, "Biduoga (Language), "Discourse Analysis, "Educational Television, "Grammar, "Language Acquisition, Narration, Program Content, Young Children

dentifiers—Mean Length of Utterance, \*Mister Rogers Neighborhood, \*Sesame Street, Simplifi-

Rogers Neighborhood, "Sesame Street, Simpiur-cation (Language)
Dialogue from 30-minute samples from "Sesame Street" and "Mr. Rogers' Neighborhood" was coded for grammar, content, and discourse. Gram-matical analysis used the LINGQUEST comput-er-assisted language assessment program (Mordecai, Palen, and Palmer 1982). Content cod-(Moroscas, Faser, and Famer 1942). Content con-ing was based on categories developed by Rice (1984) and consisted of counts of immediacy, em-phasis, nonliteral meanings, novel words, and ex-plicit instructions regarding the interpretation of content. Discourse categories were four types of narratives proposed by Health and Branscombe: renarratives proposed by Health and Branscombe: re-counts, accounts, event casts, and stories. Findings indicated that the programs' dialogue was appropriindicated that the programs' dialogue was appropriate to young viewers, showing adjustments like those made by adults speaking to young children. Mean length of utterance was comparable to that of adults in interactions with children, the ratio of different words to total words equaled that of young children's language, sentence structure was simplified, and there was a pronounced emphasis on the here and now, as evidenced by a majority of present tense verbs, a high proportion of utterances about immediately visible topics or referents, and a preponderance of event casts as narrative structure. Repeated instances of linguistic emphasis were found, with frequent repetition of key terms. Both programs avoided complex word forms. Overall, the dialogue of educational children's programs follows the constraints and adjustments found in adults' child-directed language. (Author/RH)

ED 264 044 PS 015 546 Heibeck, Tracy H. And Others
Word Learning in Children: An Examination of
Fast Mapping.

Fast Mapping.

Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date—Apr 85
Grant—NSF-BNS-83-00048
Note—32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1085) 1985). Pub Type-- Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Child Language, Color, Comprehension, "Concept Formation, "Context Clues, Preschool Children, Preschool Education, "Time Factors (Learning), "Verbal Development Identifiers—"Fast Mapping
Children may be able to gain partial information about the meaning of a word from clues, such as how it is used in a sentence and what words it is con-

trasted with. This strategy, known as "fast mapping," may provide a very useful first step in language learning. One question which arises from studies of fast mapping is whether fast mapping is available to children across various semantic domains, such as shape, texture, and color. A total of 50 children (with a mean age of 3 years, 8 months) participated in the first study, and 33 children (with a mean age of 2 years, 9 months) participated in the second. Children were introduced to a novel color, shape, or texture term by contrasting the new term second. Children were introduced to a novel color, shape, or texture term by contrasting the new term with a well-known word from that domain. They were then tested for both their ability to produce and comprehend the new term and whether they knew the semantic domain the word referred to. The data show that children can gain some information about the meaning of a word from a brief encounter. In contrast to rather slow and difficult hypothesis-testing mechanisms, fast mapping may allow the child to rapidly obtain information from the situation. By considering only a few hypotheses, the child can then quickly focus in on the correct meaning. (Author/RH)

ED 264 045 E.D 204 045
Fitzgerald, Sheila And Others
School Readiness: Teacher Judgm
mal Assessment.
Pub Date—[84]
Note. 27 PS 015 547 ent Versus For-

mal Assessment.
Pub Date—[84]
Note—37p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Early Childhood Education, Interviews, Kindergarten, Observation, Parent Attitudes, "Prediction, Preschool Children, Preschool Teachers, "School Readiness, "Screening Tests, Student Attitudes, Student Behavior, "Teacher Effectiveness Identifiers—"Gesell School Readiness tests With increasing frequency, school readiness tests are used to determine a child's placement in a certain type of kindergarten program. This study compared two teachers' predictions of test results for 20 children with the scores children achieved in actual testing situations. The study also queried the children and their parents about the purposes and values of standardized tests. Results of the study showed that these teachers were able to predict with a high degree of accuracy the test assessed scores the children received. Children had little understanding of the meanings of tests, and their parents wanted a combination of test results and teachers' observathe meaning of tests, and their parents wanted a combination of test results and teachers' observa-tions to be used in making judgments of their chil-dren's abilities. (Author/RH)

PS 015 548 Ericson, B. Kay Richardson, Beverlee High Quality Child Care: How to Identify. Pub Date—Mar 85

Note—10p.; Paper presented at the Annual Parent-ing Symposium (1st, Chicago, IL, March 21-24, 1986).

ng symposum (1st, Chicago, 1t., March 21-24, 1986).

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, Consumer Education, "Bducational Quality, "Identification, Parent Materials The purpose of this article is to aid parents in selecting high quality child care. A systematic method for identifying high quality child care focuses on three major program areas: the physical, learning, and teaching environments. The discussion helps parents become aware of appropriate questions about the physical environment, become familiar with the components of a learning environment which includes children's activities, and gain an understanding of the importance of trained, qualified staff. An accompanying checklist provides parents with a framework for identifying high quality child care. (Author/RH)

ED 264 047 PS 015 549 Einsiedler, Wolfgang Fantasy Play of Preschoolers as a Function of Toy

Fantsay Play of Preschoolers as a Function of Toy Structures.
Pub Date—Sep 85
Note—25p.; Paper presented at the International Symposium of the Netherlands Organization for Postgraduate Education in the Social Sciences (Amsterdam, The Netherlands, September 12-14, 1985). Some of the references are in German. Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Age Differences, Child Develop-ment, Communication Skills, Foreign Countries, \*Performance Factors, Perspective Taking, \*Preschool Education, \*Pretend

school Children, Preschool Education, \*Pretend Play, Role Playing, \*Toys Identifiers—Metacommunication, \*Structural Constituents, \*West Germany
Two studies are presented which investigate the influence of various toy structures on the frequency of individual fantasy play forms in 3- to 6-year-old children. In the first study, the effects of high-realistic/high-complexity and low-realistic/low-complexity. the mign-complexity and low-realistic flow-com-plexity toy structures were compared. There were significant main effects for the factor toy and the factor age as well as a significant interaction of age Tactor age as wen as a significant interaction of age X toy in various observational categories. In order to avoid a confusion of toy structures, a second study was conducted in which only the degree of reality was varied, and the degree of complexity was held constant. There were similar effects whereby held constant. There were similar effects whereby the results for the fantasy play forms "object imitation" and "object transformation" were rather completely replicated. Differing results from the two studies were interpreted on the basis of the change in toy structure. Finally, the importance for child development of the fantasy play form "object transformation" and the "metacommunication" accompanying play is discussed, including consequences regarding the availability of toys in the home and at preschool. (Author/RH)

ED 264 048 PS 015 55 Early Childhood/Handicapped Special Project: Software Evaluation. PS 015 550

Education Service Center Region 11, Ft. Worth, Tax

Tex.

Pub Date—Sep 85

Note—S6p.; Paper presented at the Meeting on "Perspectives on the Young Child and the Computer" (Austin, TX, September 27-28, 1985).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Disabilities, Instructional Material Evaluation, "Preschool Education, "Teacher Reanonse, "Teaching Styles

Education, \*Teacher Response, \*Teaching Styles Identifiers—Apple II, Commodore 64, Computer Uses in Education, \*Content Structure, \*Software

Evaluation, TRS 80

Thirty-seven commercially available software programs were circulated among 13 teachers of 3-to 5-year-old handicapped children in order to: (1) evaluate commercially available software advertised as appropriate for the preschool population; (2) identify for future use in evaluating software the characteristics of software appropriate for the pre-school population; and (3) evaluate the possibility and educational efficacy of preschool handicapped students learning at computers. Software for the Apple II, the TRS-80, and the Commodore 64 were available for evaluation. Data were collected from informal observation and interviews with approxiinformal observation and interviews with approximately 50 percent of the participants. Evaluations reflected a range of programs for each computer with Apple II software generally ranking higher than others. Participants consistently identified several characteristics of better software programs and computer systems. These included color monitors, audio volume control; size, shape, clarity of graphics, audio and visual prompts; audio and visual reinforcers; and animation. Interviewed participants stated age- and skill-appropriate software could be incorporated into the early childhood handicapped classroom as an independent learning center. a incorporated into the early childhood handicapped classroom as an independent learning center, a small group activity, an individual tutorial, or a free-time reward. All interviewed participants stated they would use computers, as available, in the future. (RH)

ED 264 049

PS 015 551

Johnson, Richard T. J. Smith, Deborah L.
The Importance of Experience and Standardized

Educational Evaluation on Reading Readiness

Skills Development.

Pub Date—[83]

Note-13p.

Note—13p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Developmental Stages, Early Childhood Education, \*Early Experience, Preschool Children, \*Reading Readiness, \*Standardized Tests, \*Student Evaluation The importance of experience in the development of reading readiness skills acquisition is a well-documented, thoroughly reviewed topic in education literature today. Aside from the specific subject area of experience, there is very little current discussion

on reading readiness skills and their relationship to standardized readiness classroom evaluation. As discussed in this paper, there is a close relationship discussed in this paper, there is a close relationantly between experience and standardized evaluation that is not closely examined by early childhood edu-cators. This paper builds a framework that will be useful for early childhood educators to use when assessing young children's reading readiness devel-

ED 264 050 PS 015 554

Roderick, Juanita Jackson, Patricia
TV Viewing Habits, Family Rules, and Reading
Grades of Gifted and Nongifted Middle Schoo
Students.

Pub Date-Mar 85

Note—20p.; Paper presented at the Conference for the Ohio Association for Gifted Children (March. 1985)

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Achievement, Comparative Analysis, Elementary Education, "Elementary School Students, "Family Life, "Gifted,
"Middle Schools, Psychological Characteristics,

\*Middle Schools, Psychological Characteristics, Questionnaires, Reading Achievement, Student Attitudes, Student Behavior, \*Television Viewing Identifiers—\*Family Rules The purpose of this study was to determine whether gifted and nongifted middle school stu-dents differ in TV viewing habits, family rules, TV dents differ in TV viewing habits, family rules, TV heroes/heroines, programming preferences, violence, grades in reading, bedtime hours, out-of-school leasons and hobbies, and ownership and use of TV sets and computers. Subjects were matched pairs of 130 middle school students in grades 5, 6, 7, and 8 who ranged in age from 9 to 13 years. The 65 gifted students had been enrolled in a university-based gifted program offering classes in eight accelemic disciplines for four consecutive Saturday. ses: ons. Responses to a 43-item questionnaire sugand nongifted students with respect to TV habits, family rules, grades in reading, as well as participa-tion in out-of-school activities, including lessons of tion in out-of-school activities, including lessons of various kinds. It was found that nongifted students spent more time watching TV after school and in evenings, stay up later on school nights, and received lower grades in reading, perhaps because the nongifted had their own personal TV sets. It was further found that gifted students, in contrast to further found that gifted students, in contrast to nongifted students, apparently did not engage in wishful thinking or in fantasizing about fictional or popular TV characters. It is concluded that family rules about television habits do influence school achievement and seem to affect children in their social development. (Author/RH)

## RC

ED 264 051 RC 015 480 Enochs, Larry G.

Rural Scien e Education: A Model for Improve-Kansas State Univ., Manhattan. Coll. of Education.

Spons Agency—National Science Foundation, Washington, D.C. Pub Date-Oct 85

Pub Date—Oct 85
Note—35p.; Paper presented at the Conference of
the National Rural Education Association (77th,
Cedar Rapids, IA, October 12-15, 1985).
Pub Type— Reports—Descriptive (141)—
Speeches/Meeting Papers (150)
EDRS Price—MF01/PC02 Plus Postage.

Educational Descriptors—Change Strategies, Educational Needs, Elementary School Science, Elementary Needs, Elementary School Science, Elementary Secondary Education, Improvement Programs, \*Inservice Teacher Education, Instructional Improvement, \*Leadership Training, Professional Continuing Education, Program Descriptions, Program Implementation, \*Rural Education, Rural Schools, Science Teatruction, \*Science Teachers, Summer Science Programs, \*Teacher ers, Summer Science Programs, Improvement, Teacher Role Identifiers—\*Kansas

Identifiers—\*Kansas

To meet the need for improved science instruction in rural schools, a project to identify, honor, and provide training for outstanding rural science teachers in grades 6-9 was designed cooperatively by the National Science Foundation, Kansas State University, Kansas Cosmosphere and Discovery Center, and rural school districts. In order to create

a pool of excellent teachers with the ability and skills to help other rural science teachers, the project provided training in science content, methodology, leadership, and staff development. Participants were selected from 141 districts in rural Kansas. Instructional activities were conducted during a 2-week summer period. One week-spent at the Cosmosphere-focused on space science and technology, and I week-spent at Kansas State University-focused on science education and staff development. This paper includes discussion of project evaluation and follow-up activities planned or underway. A summary of project needs, objectives, and activities is provided along with criteria for participant selection. Appendices contain a needs assessment survey conducted with participants, participant application form, and guidelines for an action plan that each participant developed to for an action plan that each participant developed to implement changes in science instruction at the loimplement changes in science instruction at the lo-cal level. The 4-step plan covers evaluating science teaching situations, school and district organization, evaluating proposed changes, and factors in imple-menting change. (JHZ)

Cavatta, Jerry C. Gomez, Albert S. New Mexico Dropout Study: 1983-1984 School

New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.

Note—23p.: For the 1981-1982 study, see ED 227

Note—23p.; For the 1981-1982 study, see ED 227 992. Dual color graphs will not reproduce clearly. Pub Type— Reports - Research (143) EDRS Price - MP01/PC01 Plus Postage. Descriptors—American Indians, Black Students, "Dropout Characteristics, "Dropout Rate, Dropout Research, "Enrollment Rate, "Ethnic Distribution, "High Schools, Hispanic Americans, "Public Schools, School Districts, Secondary Education, Sex Differences, State Surveys, White

Students Identifiers—\*New Mexico
Each public school that had students enrolled in grades 9-12 was surveyed to gather data on the extent and nature of the school dropout problem in New Mexico during the 1983-84 school year. Data on grade, sex, ethnicity, and reason for dropping out were collected. Information was obtained from all 88 public school districts and from 99% of the 88 public school districts and from 99% of the schools surveyed. Data indicated that 5,868 ninth-through twelfth-grade students dropped out of school, resulting in a dropout rate of 7.3%, up slightly from the 1982-83 7.2% level. This represents an interruption of a downward trend in the dropout rate. The highest dropout rate for both male and female students occurred at grade 11 and the lowest at grade 9. Males tended to drop out of exheal recognized by more than females at all grades. lowest at grace 9. Mases tended to drup out or achool proportionally more than females at all grade levels. Native American students (12.3%) and His-panic students (7.9%) had the highest dropout rates. panic students (1.9%) had the highest dropout rates. Only Native American students experienced their highest dropout rate at grade 9. The highest portion (39.1%) dropped out for reasons related to "motivation or interest", while 17.6% cited "home and related" reasons. The remaining 15.0%, 11.2%, 9.9%, and 7.2% dropped out for reasons related to "other," "recervoliment," "discipline," and "pregnancy or marriage" respectively. (NEC)

ED 264 053 RC 015 518 Dulce Public Schools Community Education Needs

New Mexico Univ., Albuquerque. Bureau of Educa-tional Planning and Development.

Pub Date—Mar 84

Note-135p.

Note—135p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—"American Indian Education, American Indians, Anglo Americans, Community Surveys, "Educational Assessment, Elementary Secondary Education, Mexican Americans, Needs Assessment, "Parent Attitudes, "Program Evaluation, Rural Education, "Rural Schools, "School Community Relationship, School Effectiveness, Small Schools, Spanish Americans, Tribes Tribes

Identifiers—Jicarilla Apache (Tribe), \*New Mexico (Dulce), Tribal Government Adults in a multi-ethnic, small, rural school dis-Adults in a mutt-etnine, small, rural school dar-trict were surveyed to determine their evaluation and expectations of district schools. Of the 301 re-spondents, 72% were Jicarilla Apache/other Indian, 14% Spanish/Mexican, and 14% Anglo; most were aged 19-45; 81% had completed high school; 76%

were employed. Respondents rated the elementary, high, and parochial schools generally adequate, par-ticularly in facilities, bussing, and teachers, but high, and parochial schools generally adequate, particularly in facilities, bussing, and teachers, but found counseling services unsatisfactory; strongly supported occupational training, personal finance classes, cultural heritage emphasis, and a substance abuse program; found lack of motivation, self-discipline, and parental involvement the most common impediments to education; rated high school graduation very important; and believed student goals should be good grades and preparation for further education and employment. Respondents recognized that parents have a primary responsibility for education and wanted the school system to teach basic skills. The survey's second part, answered by Jicarilla Apache tribal members, evaluated programs offered by tribal government and demonstrated need for better communication between residents, school system, and tribal government, and need for more adult education. Survey conclusions included the need to improve communication between achool system and residents, to improve social behavior and educational climate, and to integrate native language and culture into the schools. (LFL)

ED 264 054 RC 015 519 Educational Planning Information for the Chinle Unified School District No. 24. Tonigan (Richard F.) and Assoc., Ltd., Albuquer-

que, N. Mex. Pub Date—Jun 85

Pub Date—Jun 85
Note—87p.; Prepared for Dean and Hunt, Architects, Albuquerque, NM.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*American Indian Education, American Indian Reservations, \*Disadvantaged Schools, Educational Change, \*Educational Facilities Improvement, Educational Facilities Planning, \*Educational Planning, Elementary Secondary Educational Planning, Elementary Secondary Educational Characteristics, Rural Schools, \*School Effectiveness, School Surveys, Transitional Schools
Identifiers—\*Arizona (Chinle), \*Nsvajo (Nation)

Identifiers—\*Arizona (Chinle), \*Navajo (Nation)
This educational and architectural masterplan
prepared for an architectural firm was a major component of the educational reform plan of a remote school system carolling approximately 3,300 stu-dents on the Navajo Reservation in northeastern dents on the Navajo Reservation in northeastern Arizona. The study found the chronic underfunding of P.L. 81-815, Federal Impact Aid for Indian reser-vation-located public schools, had resulted in unsafe, inadequate, and overcrowded facilities, high staff turnover, and student standardized test median safe, inadequate, and overcrowded facilities, high staff turnover, and student standardized test median acores among the very lowest in the state. The report drew information from staff interviews, facilities tours, school documents, and questionnaires to all school employees to evaluate physical facilities, staffing, curriculum, and special programs of the four elementary, one junior, and one senior high schools. The schools were found to be disadvantaged in all areas: physical facilities were badly in need of repair, replacement, and expansion; teaching and administrative staff were demoralized and needed stable leadership, community support, and professional development opportunities; curriculum in the high school needed immediate evaluation and revision; all schools needed bicultural bilingual augmentation. The special education program was found to be satisfactory. Recommendations were made for improvement in all areas with special emphasis given to the high school. Tables and figures illustrate the text. (LFL)

ED 264 055 RC 015 520 ED 204 US5 RC 015 520 Santiestevan, Henry, Ed. Hispanics and Grantmakers: A Special Report of Foundation News. Council on Foundations, Inc., Washington, DC. Report No.—ISBN-0-015-8976 Pub Date—81 Note—157p.; Tinted illustrations may not repro-duce well.

Note—157p.; Tinted illustrations may not reproduce well.

Available from—Special Report on Hispanics and Grantmakers, Fulfillment Service, 7212 Lockport Place, Lorton, VA 22079 (55.95).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141) — Guides - Non-Classroom (035)

EDRS Price - MF01/PC67 Plus Postage.

Descriptors—Bilingual Education, \*Change Strategies, Demography, Economic Development, \*Financial Support, \*Grantsmanship, Health Needs, Hispanic American Culture, \*Hispanic Americans, Immigrants, Migrant Workers, \*Needs,

Older Adults, \*Philanthropic Foundations, Socio-economic Influences Identifiers—Coalitions The culmination of an 18-month effort, this spe-

Identifiers—Coalitions
The culmination of an 18-month effort, this special report is aimed at improving communications and relationships between foundations and Hispanics by fostering skillful and sensitive grantmaking and focusing attention on underserved Hispanic populations. Presented in journalistic form, the report contains an introductory section; 51 articles; an editorial wrapup; and addresses and telephone numbers of organizations, Hispanic research centers, and Hispanic foundation trustees, staff, and consultants. The issue includes several articles that explain the grant application system. Other articles chronicle the nascent development of Hispanic groups in Chicago, Seattle, Philadelphia, and Hartford. Still others describe the changing Cuban community, concerns of Hispanic women, health needs, business and economic development, Hispanic youth unemployment, problems of aging Hispanics, and the forgotten migrant worker. Also included are basic demographic, social, and economic data on Hispanics and facts and figures on bilingual education. (NEC)

ED 264 056

Hustedde. Ron And Others
Community Economic Analysis: A How to Manual.
North Central Regional Center for Rural Development, Ames, Iowa; Wisconsin Univ., Madison, Univ. Extension. Pub Date-1 Nov 84

Pub Date—1 Nov 84
Note—90p.
Available from—North Central Regional Center for Rural Development, Iowa State University, 108
Curtiss Hall, Ames, IA 50011 (no charge).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PCD4 Plus Postage.
Descriptors—Case Studies, "Community Change,
"Community Development, "Community Planning," Community Burveys, Data Collection, Data Interpretation,
Economic Development, "Economic Research,
Employment Patterns, Income, "Research Meth-Employment Patterns, Income, \*Research Meth-odology, Study Guides

odology, Study Guides
Identifiers—Economic Growth, \*Economic Plan-

ning
Designed to assist individuals who need to bring information to citizen groups or decision makers concerned with community economic development, this manual uses a question-answer format to cover topics that might occur to someone just starting to build an understanding of community economic analysis. Among topics covered are: strategies for economic development; multipliers of employment, income, and turnover; assessing size and shape of community trade area; keeping local dollars in the community; measuring the efficiency of local firms; community; measuring the efficiency of local tirms; stimulating new firms; and government aid. Theo-ries and tools of economic analysis are drawn from disparate sources and clarified by example as they appear in the text. The need to integrate different forms of analysis is demonstrated. The 25-page ap-pendix uses hypothetical cases to describe how to pendix uses hypothetical cases to describe now to calculate the specific tools and interpret resulting data. A 41-item bibliography provides additional sources of information about the tools and theories. An index is included. (LFL)

RC 015 530 ED 264 057 Report.
Pub Date-Jun 84

Pub Date—Jun 84
Note—78p.; Appendix contains small print.
Pub Type— Information Analyses (070) — Reports
- Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Federal Legislation, "Federal Regulation, Hearings, "Immigrants, International Relations, Eabor Conditions, "Migrant Problems, Migration, "Policy Formation, Public Policy, Sanctions, "Undocumented Immigrants Identifiers—Amnesty, Asylum, "Immigration Legislation, Impact, "Texas
Texas Governor Mark White established a 28-member Governor's Task Force on Immigration on March 24, 1983 to (1) examine the impact on

28-member Governor's Task Force on Immigration on March 24, 1983 to: (1) examine the impact on Texas and its citizens of the legislative issues in the proposed federal Immigration Reform and Control Act of 1983; (2) hold public hearings to gain input from citizens, business, industry, labor, ranching and farming; (3) develop a Texas position on the legislation; and (4) develop strategies for affecting the national legislation. In this final report of the task force, separate sections address each major

component of the proposed legislation: employer sanctions, enforcement, legal immigration, temporary workers, legalization (amnesty), federal reimbursement, and asylum. Other sections offer suggestions regarding the United States-Mexico relationship and aspects of documentation not directly addressed in the bill. Each section includes a discussion of the issues, particularly as they affect Texas, a summary of testimony on the issue before the task force, and specific recommendations (with rationale for each) pertaining to the issue. The executive order establishing the task force is appended. (NEC)

E.13 204 058 RC 015
Demmert, William G., Ed.
A Southeastern Conference on Native Education Report (Juneau, Alaska, April 11-12, 1983),
Pub Date—85 RC 015 535

Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

(120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors.— Alaska Natives, \*American Indian Education, Cross Cultural Training, \*Cultural Background, Cultural Education, \*Curriculum Development, Early Childhood Education, Educational Change, Elementary Secondary Educations, \*Family School Relationship, \*Relevance (Education)
Identifiers—\*Alaska (Southeast), Haida (Tribe),
Tlingit (Tribe)

Identifiers—\*Alaska (Southeast), Haida (Tribe), Tilingi (Tribe) Representatives from villages, Native organizations, and educational institutions were participants at a conference that explored barriers encountered in the education of Southeastern Alaska Native students, identified problems, discussed solutions, and developed recommendations. The conference was the result of a concern that a major problem in Alaskan education was the number of Alaskan Native students dropping out. The report contains twelve presentations by individuals actively involved in educating Alaskan Native students. The presentations focus on problems of Native students in public schools, accomplishments and criticisms of Native Alaskan education, development of cultural identity among the Tlingit people, Native American curriculum development, role of private institutions, personal accounts of cultural background arcoss-cultural schooling, overview of current research on Native education, and accomplishments of the Commissioner's Study Group on Native Achievement. Four conference themes emerged: the importance of the family in the educational process, the need for more early childhood education, the importance of schools which reflect the cultures of their students, and the importance of culture and identity. Thirty-seven recommendations drawn up by discussion groups are rerouped under topics of culture and identity. family ommendations drawn up by discussion groups are grouped under topics of culture and identity, family responsibility, educational curriculum, cross-culresponsionly, role of private colleges, and educa-tional problems and strategies for change. A concluding statement summarizes events in Alas-kan eduction relevant to Native Alaskans during the year and a half following the conference. (LFL)

Payme, Milion R.
Using the Outdoors to Teach Science: A Resource
Guide for Elementary and Middle School Teach-

ers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—NIE-400-83-0023

Pub Date—85
Contract—NIE-400-83-0023
Note—54p.; For related document, see RC 015 540.
Available from—ERIC/CRESS, Department 12,
Box 3AP, New Mexico State University, Las
Cruces, NM 88003 (35.50).
Pub Type—Guides - Classroom - Teacher (052) —
Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Concept Teaching, "Curriculum Enrichment, Elementary Education, "Elementary School Science, "Experiential Learning, Fundamental Concepts, Lesson Plans, "Outdoor Activities, "Outdoor Education, "Science Activities, Scientific Attitudes, Scientific Concepts
The first in a series of booklets on using outdoor education methodologies to enhance the academic curriculum, this guide is written to help teachers of

grades K-8 develop activities to enrich science instruction. The introductory sections define outdoor education and provide a rationale for outdoor scistruction. The introductory sections denne outdoor actuation and provide a rationale for outdoor science teaching stressing the opportunities it provides for creativity, inquiry, and problem solving. The bulk of the guide consists of detailed plans for outdoor sites. Each activity is adaptable for use in several grades and follows a basic lesson plan format stating purpose, concepts, objectives for learners, materials, and procedures. The first set of three activities illustrates ways to introduce students to the school grounds as an outdoor laboratory. Topics are soil, leaves, and litter. The remaining six activities cover concepts of observation, classification, logical thinking and inference, interdependence, and community. Activity titles include: "Observing: The Basis of Science," "A School Yard Alphabet Hike," "The Mystery Sack," "Similarities and Differences," "The Web of Life," and "The 113 Unit Homestead." An appendix lists 17 organizations providing information about outdoor education. (JHZ)

Facilities for Conferences, Retreats and Outdoor Education. A Directory of Sites Approved by the American Camping Association. American Camping Association, Martinsville, Ind.

Note—77p.
Available from—American Camping Association,
Bradford Woods, 5000 State Road 67 North,
Martinaville, IN 46151-7902 (89.00).
Pub Type—Reference Materials - Directories/Cat-

alogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—"Camping, Conferences, "Facilities, Meetings, "Outdoor Activities, "Planning, Recreational Activities, "Recreational Facilities, "Site Selection Identifiers—American Camping Association, Re-

treats

Brief descriptions of approximately 750 sites approved by the American Camping Association which lease their facilities to others are listed alphabetically by state. Entries list camp address, contact address, capacity, special facilities, services, whether available year-round, and date of information. A narrative provides general information on what a camp site can offer, description of types of sites, services typically provided, and hints for choosing a facility. Two hundred and sixty-seven comprehensively evaluated sites which elected not to lease to outside organizations are listed separately in recognition of their approved designation. A directory of American Camping Association section offices around the United States is included. (LFL)

ED 264 061 RC 015 538 1985 Parents' Guide to Accredited Camps. Ninth Annual Edition. American Camping Association, Martinsville, Ind. RC 015 538

Pub Date-85

Pub Date—85
Note—321p.; Portions contain small print.

Available from—American Camping Association,
Bradford Woods, 5000 State Road 67 North,
Martinsville, IN 46151-7902 (\$18.50).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

able from EDRS. able from EDRS.

Descriptor—"Accreditation (Institutions),

"Camping, Correctional Rehabilitation, "Day
Camp Programs, Disabilities, Disadvantaged,
Economically Disadvantaged, Emotional Disturbances, Experiential Learning, Family Involve-

turbances, Experiential Learning, Family Involve-ment, Intercultural Programs, Older Adults, \*Outdoor Education, \*Resident Camp Programs, Special Programs, \*Youth Employment Identifiers—American Camping Association The ninth annual edition of the listing of Ameri-can Camping Association camps provides informa-tion for parents on choosing a camp, brief descriptions of approximately 1,900 camps, and 5 indexes. A narrative section offers information on indexes. A narrative section offers information on how to look for a camp, special needs campers, how to look for a camp, special needs campers, kinds of camps, accreditation, contacting a camp, budgeting, preparing a child for camp, and the camp job market for young adults. The major portion of the directory lists day and resident camps alphabeti-cally by state. Each entry provides a camp name; date founded; address and telephone number; direc-tor/operator name; clientele-mostly school-age children, some adults and families; fees; capacity; housing facilities; optional director's comment; and date of information. Sixty-one specialized activities are noted in a separate index arranged by state, then by camp name on an activities grid. A special clientele index lists 19 special needs with camps serving those needs arranged alphabetically by state, then by camp need; notation is made for mainstreaming or specialized programs. An on-site director index, a certified camp director index, and an alphabetical list by camp name with state are also included. A list by camp name with state are also included. A parent/camper questionnaire to set goals and priori-ties for camping is provided and photos throughout the text show typical camping scenes. (LFL)

RC 015 539

Leddy, Susan Cox, James Child Sexual Assault in Rural Alaska-Issues and

STAR, Inc. Anchorage, AK. Pub Date—24 Oct 85

Note—22p.; Paper presented at the Alaska Small Schools Conference (5th, December 24-25, 1985,

Schools Conference (5th, December 24-25, 1985, Anchorage, Alaska).
Pub Type—Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—\*Child Abuse, \*Child Advocacy, \*Community Characteristics, Community Size.
Crime Prevention, Elementary Secondary Education, Incest, Intervention, \*Rural Areas, Rural Education, Rural Population, School Policy, \*School Role, \*Sexual Abuse, Small Schools, Teacher Responsibility, Victims of Crime Identifiers—\*Alaska
A variety of information and sources for information on child sexual assault are collected in this document geared for educators in small communities.
Materials include a fact sheet on small communities.

ument geared for educators in small communities. Materials include a fact sheet on small community concerns about sexual abuse, a flow chart for training school personnel in intervention and prevention, suggestions for school protocol for reporting child abuse/assault, role play situations for elementary and secondary teachers, myth/fact sheets about sexual assault, and guidelines for responding to a child's disclosure of sexual assault. The discussion of small community concerns covers four issues: (1) reporting child sexual abuse when the reporter cannot remain anonymous; (2) small community attitudes toward intervention; (3) lack of response by suthorities to reports of suspected assault; and (4) support for children whose protection involves removing them from the home or community. Suggested school protocol for reporting child sexual assault includes the formation of a core group of three staff members trained in intervenion in child sexual assault cases and responsible for consistent reporting procedures. Selected bibliographies on child sexual assault and incest include 21 books for children and 8 books for parents. (JHZ)

RC 015 540 ED 264 063

ED 264 063

RC 015 540

Payme, Milton R.

Using the Outdoors to Enrich the Teaching of Mathematics.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Note—71p.; For related document, see RC 015 536. Available from—ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 (\$5.50).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analy-

Information Analyses - ERIC Information Analyses Products (071)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Curriculum Enrichment, Elementary Education, "Elementary School Mathematics, "Experiential Learning, "Learning Activities, Lesson Plans, "Mathematical Enrichment, Mathematics Instruction, Mathematics Skills, Outdoor Activities, "Outdoor Education Written for teachers, in elementary and middle Written for teachers, in elementary and middle

Activities, "Outdoor Education
Written for teachers in elementary and middle
schools and for personnel at outdoor education centers, this publication is the second in an ERIC/
CRESS series on utilizing outdoor education methodologies to enhance the academic curriculum. The
resource guide suggests ways of getting students interested in arithmetic and mathematics and how to
make teaching math fun. Fifteen outdoor activities
are keyed to the basic mathematics skills which the
National Council of Teachers of Mathematics
(NCTM) advocates each student acquire before (NCTM) advocates each student acquire before completing high school. The skills include problem solving; applying mathematics in everyday situation and approximation; appropriate computational skills; geometry; measurement; reading, interpreting, and constructing tables, charts, and graphs; using mathematics to predict; and computer literacy. Each lesson is presented as an "idea" and contains descriptions of the NCTM skill, purpose, materials required, specific activity, and procedures. The lesson titles are: "Outdoor Shapes," "Hull Gull," "Arithmetic Treasure Hunt," "Cricket Thermometers," "Popcorn Scramble," "Seesaw Equations," "Practice with Dimensions of Circular Objects," "Outdoor Sets," "Ant and People Race," "Can You Locate the Center of an Acre?" "How Many Deer and Moose," "How Tall Is That Tree?" "Lumberjack Lesson," "Hunting Buried Treasure," and "Building and Using a Measuring Wheel." (NEC)

ED 264 064 RC 015 542

Cochrane, Jean The One-Room School in Canada. Report No.—ISBN-0-88902-380-8

Pub Date-81

Pub Date—81
Note—169p.; Document contains some photographs that may not reproduce clearly.
Pub Type— Historical Materials (060) — Books

(010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Community Involvement, Educational Change, \*Educational History, Elementary Secondary Education, Foreign Countries, \*One Teacher Schools, \*Rural Education, School Activities, School Administration, School Buildings, School Community Relationship, \*School Role, \*Small Schools, Student Characteristics, Teacher Role, Textbooks Role, Textbooks Identifiers—\*Canada

A unique collection of photographs and personal letters, journals and diaries, newspaper clippings, official reports, readers and textbooks, mail-order official reports, readers and textbooks, mail-order catalogues, architectural plans and diagrams recreate the flavor of the Canadian one-room school and the rural communities it served from the 1840's to 1960's. The emphasis is on the human dimension—on the memories, bitter and sweet, of the people who experienced the one-room school as teacher or student, inspector or public health nurse, parent or trustee. The smell of chalk dust and wet mittens, the crackle of the wood fire on a circumstructure. or trustee. The smell of chalk dust and wet mittens, the crackle of the wood fire on a crisp winter morning, the drone of flies in summer's dusty heat all come to life. Chapters are devoted to school construction and furnishings, including the wood-burning stove; the life of country children who often trudged miles to school through snow, dust, or mud, when they could be spared from work on the farm; a typical day in the rural school; readers and textbooks; the Christmas concert; the schoolyard with its playground, outhouses, wood pile, gardens, and horse barn; the influence of inspectors and the school nurse; the role and status of the rural teacher; responsibilities of the trustees; and the decline and disappearance of the one-room system. (NEC) disappearance of the one-room system. (NEC)

RC 015 543

Pollack Susan L.
Farm Labor Contracting in the United States,
1981. Agricultural Economic Report Number

Economic Research Service (DOA), Washington, D.C.

Pub Date-Nov 85

Note—19p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

DC 20402.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— \*Agricultural Laborers, \*Crew Leaders, Demography, Educational Attainment, Farm Labor, \*Federal Legislation, Geographic Distribution, Income, \*Migrant Workers, \*Seasonal Laborers, \*Socioeconomic Background Identifiers—Farm Labor Contractor Registration Act, Migrant Seasonal Agric Worker Protection Act, \*United States
The report examines characteristics of crew works.

The report examines characteristics of crew workers (farmworkers who work for contractors) and noncrew workers in 1981 and reviews Federal legisnoncrew workers in 1981 and reviews Pederal legislation designed to protect crew workers and to control farm labor contractors. During 1981 approximately 250,000 crew workers comprised 10% of hired farmworkers. Crew workers were 53% White, 28% Hispanic, and 19% Black or other racial/ethnic groups. Most lived in the Southeast, North Central Lake States, Southwest, and Lower Pacific Coast regions of the United States. Their earnings averaged \$2,772 annually. Long-term crew workers (working more than 75 days in a crew) comprised 21% of all crew workers, were 59% Hispanic and 19% Black, were 25-54 years old, and were not high school graduates (87%). Short-term crew workers comprised about 79% of crew workers, were mostly young and White, and most were students doing farmwork during school breaks. Noncrew farmworkers averaged more days of farmwork in 1981 and had higher earnings than did crew workers, averaging \$4,470 annually. Of the 9,774 people who registered for certification to hire farmworkers for crew work in 1981, 2,557 applied for Department of Labor authorization to transport workers to and from work, and 827 applied for authorization to provide housing for their employees. (NEC)

ED 264 066

RC 015 544

ED 264 066 RC 015 544
Mahan, James M.
Educational and Institutional Services Available to
Navajo and Hopi People: Observations of Student Teachers.
Pub Date—23 Apr 85
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4,
1985).

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*American Indian Education,
\*American Indian Reservations, American
Indians, \*Anglo Americans, \*Community Services, \*Educational Quality, Elementary Secondary Education, Health Services, Human Services,
Institutional Evaluation, Institutions, Observation, \*Student Teacher Attitudes, Student Teachering Tribes

tion, \*Student Teacher Attitudes, Student Teaching, Tribes
ing, Tribes
Identifiers—Hopi (Tribe), Navajo (Nation)
The personal, evaluative statements of student teachers were used to study the perceptions of newcomers to American Indian schools and communities. Respondents in this study were 90 Anglo
preservice teachers from 10 universities, completing
the final 17 weeks of their teacher preparation programs as full-time student teachers in Navajo and
Hopi schools on reservations. Students made detailed written reports of their school and community
experiences including perceptions of eight institutions that affect Indian life and an evaluation of
Indian education. Over the 5 semesters of the study,
720 institutional and 450 educational observations
were received. Educational observations were categorized by topic and the percentage of critical comments within each category was determined.
Institutional observations were judged positive or
negative and used to rank order the institutions
from least to most responsive to Navajo and Hopi
needs. The comments of student teachers were generally critical of Indian education—the ratio of negative to positive comments was approximately
mine-to-one. Froquent criticisms included disregard erany critical of Indian education—the ratio of nega-tive to positive comments was approximately inne-to-one. Frequent criticisms included disregard of native languages, Anglo-oriented curriculum, and supply shortages. The students perceived most insti-tutions as unresponsive to the needs of local Indian people. The agencies identified as most responsive included tribal councils and churches. Least respon-sive included utilities, banks, and health agencies. (JHZ)

RC 015 545

Rillo. Thomas J.

Outdoor Education: Beyond the Classroom Walls.
Fastback Series 232.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-232-1
Pub Date—85

Note—32p.

Pub Date—85
Note—32p.
Note—32p.
Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.75).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC02 Plus Pestaga.
Descriptors—\*Course Evaluation, Curriculum Design, \*Curriculum Enrichment, \*Discovery Learning, Educational Innovation, Educational Objectives, Elementary Secondary Education, Experiential Learning, \*Learning Activities, \*Nontraditional Education, \*Voutdoor Activities, \*Outdoor Education, Program Implementation Outdoor education provides a setting in which students learn to discover things for themselves and should be an integral part of school curriculum. Beginning as soon as students and teachers step beyond the classroom, outdoor education employs methods of observation/discovery, research, and re-

flection. Small group instruction allowing full use of the five senses is necessary to a successful program as are references and resource materials at the program site. Teachers are not required to be subject specialists, but should have basic preparation in the techniques of outdoor education. An outdoor education committee is desirable to establish needs, articulate philosophies, plan the curriculum, collect resources and prepare materials, arrange inservice training, and evaluate the program. Types of outdoor education programs include resident, daylong, recreational, or cultural/aesthetic and each of these can be academic-centered or camp-centered. Methods of correlating outdoor education with school curriculum include vertical articulation, horizonal articulation, and modular approaches. Program evaluation is essential and should focus on specific objectives for experiences gained in an outdoor education program are provided and 12-20 outdoor activities are suggested for each of 7 curriculum areas. (LFL) activities are suggested for each of 7 curriculum areas. A list of resources on outdoor education concludes the document. (LFL)

Hollenborst, Steven Ewert, Alan Importance-Performance Evaluation: A Metho Discerning Successful Program Components Pub Date—Mar 85 m: A Method of

Note—7p.; Paper presented at the American Camp-ing Association Convention (Atlanta, GA, March ing Associ

Note—7p.; Paper presented at the American Camping Association Convention (Atlanta, GA, March 13, 1985).

Pub Type—Reports - Research (143) — Speeches/- Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adventure Education, Camping, Experiential Learning, High School Students, Marketing, Marices, \*Outdoor Activities, Outdoor Education, \*Participant Satisfaction, Program Effectiveness, \*Program Evaluation, \*Student Attitudes Identifiers—\*Voyaguer Outward Bound School Questionnaires completed by 53 high school age students from the Voyaguer Outward Bound School (VOBS) were analyzed to determine how well the program met the perceived needs/expectations of the students. Prior to the course, participant ranked the 17 course components in order of perceived importance, and following the course they indicated how effectively each component was delivered. Importance and performance; (2) lower importance and high performance; (3) lower importance and low performance; and (4) high importance and low performance; (3) lower importance and low performance. Results indicated the VOBS successfully met the expectations of students in the areas of overall course rating, expedition/wilderness travel, solo, skills training, first aid/emergency care training, and rock climbing. Components rated very important but judged low in performance were whitewater activities, food quality, basecamp activities, group dynamics, ropes course, and transportation arrangements. These items should receive priority attention in program improvement efforts while items rated low in importance and high in performance can be left alone. The importance-performance can be left alone. The importance-performance matrix can help managers evaluate programs and compete more successfully in the outdoor/experiential education market. (JHZ)

Stepa to Success. High School Student Informa-tion Booklet = Pasos al Exito. Un Folleto Informativo para el Estudiante de la Escuela Secundaria.

State Univ. of New York, Oneonta. Coll. at One-

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
Pub Date—84

Plub Date—5-Note—13p.
Language—English; Spanish
Pub Type—Guides - Classroom - Learner (051) —
Multilingual/Bilingual Materials (171)
EDRS Price - MP01/PC01 Plus Postage.
Academic Persistence, Ancillary

Descriptors—Academic Persistence, Ancillary School Services, Check Lists, Credits, 'Gradua-tion Requirements, High Schools, High School Students, 'Migrant Education, Migrant Pro-grams, \*Migrant Youth, Nontraditional Educa-

tion, Student Mobility, Student Records, "Student Responsibility, "Success, Transfer Students Published in English and Spanish versions and written for migrant high school students, this brochure outlines practical steps to follow to insure high school graduation and encourages migrant students to assume responsibility for meeting graduation requirements. A checklist of 15 items encourages students to ask teachers and counselors encourages students to ask teachers and counselors questions about course credits, requirements, competency exams, and post-secondary education opportunities. A worksheet is provided for the student's own record of acquired credits. The brochure presents eight steps to follow when changing achools which includes requesting transcripts and withdrawal grades and asking about migrant education programs at the new school. The brochure lists 19 educational services and alternative programs that may be helpful to migrant students, e.g., summer school, evening classes, and credit make-up programs. Space is provided for recording phone numbers and addresses, and the Interstate Migrant Secondary Services Program's phone, address, and Secondary Services Program's phone, address, and contact person are included for students who need help locating migrant programs in western states.

ED 264 070 RC 015 548 Survey Analysis: Responses of 1070 students in High School Equivalency Programs, 1984-1985, State Univ. of New York, Oneonta. Coll. at One-

onta.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
Pub Date—Dec 85

Note-23p.

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160) — Numerical/Quantitative Questionnal Data (110)

Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Grade Placement, \*Continuation
Students, Dropout Characteristics, Dropout Programs, \*Dropouts, \*High School Equivalency
Programs, \*Migrant Education, Migrant Programs, \*Migrant Youth, Parent Role, Questionnaires, Student
Characteristics.

Characteristics

Responses to a survey questionnaire completed by 1,070 migrant students who returned to school after dropping out were tabulated and listed by response dropping out were tabulated and listed by response frequency to determine student characteristics that will help migrant educators predict dropout behavior and address its causes. Participating students were enrolled in 13 High School Equivalency Programs (HEP) in 10 states. Responses indicated that a "typical" HEP student is 17-21 years old; speaks English or Spanish; has 2-7 siblings; is the child of parents who have not graduated from high school; left school at age 16 or 17; left school in the 10th or 11th grade; was not enrolled in a migrant program Ith grade; was not enrolled in a migrant program in school; attended school regularly; decided to re-turn to school with the advice and encouragement of family members or friends. The three most freof family members or friends. The three most frequently given reasons for leaving achool were failing in classes, not liking school, and having very few credits for graduation. HEF students' responses confirmed findings that being average for graduation elements used placement puts students at risk for dropping out-less that 6% of HEP students surveyed were at or above grade level when they left school. Data tables and the eight-page survey form are included. (HEZ)

RC 015 549 Interstate Migrant Secondary Services Program, 1984-1985. Performance Report. State Univ. of New York, Oneonta. Coll. at One-

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
Pub Date—Oct 85

Pub Date—Oct § 5

Note—22p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PCD1 Pus Postage.

Descriptors—Access to Education, Agency Cooperation, Curriculum Development, Dropout Prevention, "Educational Cooperation, "Educational Improvement, "Interstate Programs, Migrant Education, "Migrant Programs, "Program Effectiveness, Program Evaluation, School Districts, Secondary Education, State Departments of Education, Student Needs, Student Records, "Technical Assistance, Transfer Policy Identifiers—"Interstate Migrant Secondary Ser-

vices Program
For the 1984-85 funding cycle the Interstate Mi-grant Secondary Services Program established and successfully met 10 objectives related to 3 major goals: (1) assist local and state education agencies goals: (1) assist local and state education agencies (LEA's and SEA's) to improve migrant students' access to junior and senior high school services in the areas of instructional opportunities, credit accuaccess to junior and senior high school services in the areas of instructional opportunities, credit accumulation, program continuity, counseling, and support services; (2) serve as advocates for migrant junior and senior high school students; and (3) enhance the national communication network among LEA's and SEA's in areas affecting education for migrant secondary students. Outstanding features of the year's work included improvements to the Migrant Student Record Transfer System reporting form for secondary students, reductions in program costs, and curriculum development projects that made migrant secondary summer school programs more responsive to students' academic needs, and provided technical support to four states using the Portable Assisted Study Sequence-an alternative credit completion program. Other activites were: the publication of a newsletter distributed to over 1,600 educators in 50 states; technical assistance and training for SEA and LEA personnel in 19 states; on-site contacts with 53 SEA/LEA's; and presentation of 20 training sessions and workshops. (JHZ)

ED 264 072 RC 015 550

Latham, Glenn I.
The Educational Status of Federally Recognized
Indian Students Enrolled in or Eligible for
Enrollment in BIA and BIA Contract Schools,
and Schools Receiving Support VIA the Johnson-O'Malley Act.

son-U-Mailey Act.
Pub Date—6 Aug 85
Note—20p.; Paper presented at the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"American Indian Education, "American Indians, Attendance Patterns, Average Daily Attendance, Data Collection, "Dropout Rate, Elementary Secondary Education, "Enrollment, "Public Schools Identifiers—"Bureau of Indian Affairs Schools, Johnson O Malley Act. "Nonstudents.

Johnson O Malley Act, \*Nonstudents
Educational status of Indian students was found
to be inferior to status of non-Indian students when measured by enrollment, attendance, dropout rate, and nonenrollment. The study found that Indian student enrollment had increased 2.3% from 1983 to 1984; average daily attendance was 4% less than for non-Indian students; dropout rates for Indian stu-dents in grades 9-12 was 33.2% in Bureau of Indian Affairs schools and 24.4% in public schools receiving Johnson-O'Malley funds; and an estimated 4.5% of Indian children were not enrolled in an educational program. Data for the study were gathered primarily from questionnaires returned by 41 Bu-reau of Indian Affairs or contract schools and 13 offices of education in states with schools receiving Johnson-O'Malley funds. Other data sources included onsite visits and telephone interviews with officials in agencies concerned with Indian education. The difficulties encountered in obtaining exact data about the Indian student population w scribed, including no universally accepted definition of Federally recognized Indians, no uniform data gathering or recordkeeping system for Indian stu-dents, no central data depository, fequent student transfers between schools, and variations in compu-tation of average daily attendance. Tables and figures provide supplementary information. (LFL)

ED 264 073

Fifteen Most Common Needs of Indian Education.
Pub Date—Oct 84 lote—29p.; Paper presented at the National Indian Child Conference (6th, Albuquerque, NM, Octo-

ber 29, 1984).

Type— Reports - Evaluative (142) -

ber 29, 1984).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Standards, \*American
Indian Education, American Indians, Behavior
Standards, \*Educational Assessment, \*Educational Improvement, \*Educational Needs, Elementary Secondary Education, Language of
Instruction, Learning Disabilities, Parent Participation, Public Schools, Student Mobility, \*Stu-

dent Needs, Student Placement, Teacher Improvement, Teacher Supervision, Teaching Methods, \*Time on Task, Vocational Education Identifiers—Bureau of Indian Affairs Schools, John-

son O Malley Act Educational needs characteristic of programs in Bureau of Indian Affairs schools or schools receiv-Bureau of Indian Affairs schools or schools receiving Johnson-O'Malley funds on 16 reservations across the United States were presented with suggestions for meeting these needs. The needs were (1) increase academic engagement from the observed one-third of time intended for instruction; (2) increase use of cues and reinforcers and student (2) increase use of cues and reinforcers and student involvement in the learning process to assure entry level skill mastery; (3) appropriately challenge atudents in academic performance and behavior compliance; (4) develop coordination among the referral, assessment, placement, and instructional processes in special education; (5) functionally define learning disabilities; (6) provide secondary school vocational education; (7) improve coordination between regular and special education; (8) improve parental involvement in the educational system; (9) eliminate effects of teacher isolation and system; (9) eliminate effects of teacher isolation and cultivate professionalism; (10) decrease staff turn-over or its effects; (11) establish a functional relationship between student Individualized Education Programs (IEPS) and classroom instruction; (12) Programs (IEPS) and classroom instruction; (12) improve inservice training; (13) decrease frequent student transfers between public and Bureau of Indian Affairs schools; (14) provide instruction in English; and (15) adequately supervise teachers. Six figures provide data and amplify the text. (LFL)

RC 015 552 ED 264 074

Sealey, D. Bruce Riffel, J. Anthony Jackhead Education Review. Pub Date—Oct 85

Note—41p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"American Indian Education, Ameri-

Descriptors—"American Indian Education, American Indian Reservations, "Canada Natives, Community Attitudes, "Community Involvement, "Disadvantaged Schools, Educational Assessment, "Educational Improvement, Elementry Secondary Education, Enrollment, Foreign Countries, Low Achievement, Parent Attitudes, "Parent Participation, Student Attitudes Identifiers—Canada, Jackhead Indian Reserve MB, Mexical Control of the Control of

Manitoba
A review of the community-controlled school on
the Jackhead Indian Reserve evaluated the existing
educational program for preschool through grade
nine and set guidelines for the community to follow
in improving the school. The study found not one of
the 82 students achieving at grade level; 80% sverage attendance; 47% of the students had failed one
or more times. Ten dropouts were interviewed: five
left school because of personal reasons, the others
cited boredom, inconsistent rules, and previous academic failure. Forty-one parents interviewed listed
to such as teacher acceptance of the commudemic failure. Forty-one parents interviewed listed problems such as teacher acceptance of the community, discipline, curriculum and standards, educational materials, and lack of extracurricular activities. The report emphasized the responsibility of each segment of the community in educational improvement. Specific recommendations included: an incorporated body with total responsibility for educational programs, operations, and maintenance; school year increased to the standard number of days; attendance improvement project; regular testing program; identification of curriculum and teaching problems; development of in-service education plan, homework policy, and evening study hall; more effective communication between school and community; parent workshops and visitation and parent-school board meetings; student involvement in school newspaper, student council, involvement in school newspaper, student council, and community projects; use of student cutors for younger children. A schedule of implementation was provided. (LFL)

RC 015 553 ED 264 075 RC 013 553 Riffel J. Anthony Sealey, D. Bruce Employment, Economic Development and Educa-tion: Lake Manitoba Indian Reserve. Lake Manitoba Education Authority, Vogar (Mani-

Pub Date-31 Oct 85

Pub Date—31 Oct o.

Note—51p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*American Indian Education, American Indian Reservations, \*Canada Natives, Community Attitudes, Community Surveys,

Cooperative Programs, \*Disadvantaged Schools, Distance Education

Identifiers—Canada, \*Lake Manitoba Indian Reserve, Manitoba

Identifiers—Canada, \*Lake Manitoba Indian Reserve, Manitoba
The objective of this report was to improve coordination between schooling, economic development, and employment opportunities available within and outside the Lake Manitoaba Indian Reserve. This community was on the average younger than most other rural communities of similar size in the province; moreover, the number of families that frequently move was approximately 25%. The small number of jobs made it likely that young people would have to leave the community to find work. An evaluation of the school system substantiated community concerns about the quality of education and work-related preparation. Although 87.5% of the 195 students in preschool through grade 12 were in the correct grade for their age, attendance was poor, school was open fewer days than the provincial standard, student performance was not evaluated regularly, no vocational courses were offered, and high school enrollment was low. Eighteen families interviewed expressed considerable disastisaction with the school. The report emphasized the need for direct community involvement in educafaction with the school. The report emphasized the need for direct community involvement in educa-tional improvement and offered specific recommen-dations to provide sound basic education, develop a work-related program reflecting the economic base and employment opportunities in the community, coordinate programs using portable facilities and itinerant teachers with nearby school districts, and use educational technology. (LFL)

ED 264 076

RC 015 554

Long-Term Care for the Indian Elderly. Oversight
Hearing before the Select Committe on Aging
and the Committee on Interior and Insular
Affairs. House of Representatives, NinetyEighth Congress, Second Session (Tucson, Arizons, May 25, 1984).
Congress of the U.S., Washington, D.C. House
Committee on Interior and Insular Affairs.; Congress of the U.S., Washington, D.C. House Select
Committee on Aging.
Report No.—Serial-98-45; Serial-98-475
Pub Date—85
Note—285p.; Some pages may not reproduce well
due to small print.
Pub Type— Legal/Legislative/Regulatory Materials (990)

EDRS Price - MP01 Plus Postage, PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—Aging (Individuals), American Indian
Reservations, \*American Indians, \*Federal Aid,
Federal Indian Relationship, Health Facilities,
\*Health Needs, Hearings, Nursing Homes,
\*Older Adults, Tribes

Identifiers-Congress 98th, \*Tribal Government The joint committees met to examine the long-term care problems faced by the Indian elderly and to consider various proposals to resolve those problems. Four expert panels and 10 government and tribal representatives presented testimony on the health problems of the Indian elderly. One exthe health problems of the Indian elderly. One expert panel consisted of representatives of the Bureau of Indian Affairs, the Indian Health Service, the Health Care Financing Administration, and the Administration on Aging. The remaining three panels consisted of tribal representatives including Navajo, Pueblo, Apache, Oglala Sioux, Yakims, Cheyenne River Sioux, and Omaha. Testimony touched on funding, federal responsibility for long-term health care, coordination of agency services, Medicare / Medicaid programs, nursing home policy, and apecific provisions of the Older American Act. The bulk of this document consists of material submitted for the hearing record. In addition to prepared statebulk of this document consists of material submitted for the hearing record. In addition to prepared statements by panel members, materials include reports submitted by southwest tribes, the New Mexico Title VI Indian Coalition, the New Mexico Indian Council on Aging, the Inter-Tribal Council of Arizona, and Senator deconcini of Arizona. The Long-Term Care Gerontology Center of the University of Arizona submitted two papers concerned with American Indian nursing homes. (JHZ)

RC 015 565 Documenting America's Country Schools. Pub Date—Jun 85 Note-11p.; Paper presented at the History of Agri-cultural Education Symposium (Athens, GA,

June 2-5, 1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Educational History, Elementary Secondary Education, \*One Teacher Schools, \*Oral History, \*Preservation, Recycling, \*Rural Education, Rural Schools, \*School Buildings, \*Small Schools

\*Small Schools
Identifiers—Historic Sites
Oral history plays a vital role in accurate preservation of the rural school experience and the actual
restoration of some of the country's 212,000
one-room school buildings. Oral histories provide
valuable, first-hand information on who taught in
and who attended one-room schools, what the curriculum included, what the building looked like, and
the vital role the structure played in comenting riculum included, what the building looked like, and the vital role the structure played in cementing bonds of community throughout rural America. Because thousands of people still live who taught in or attended these schools, opportunities for combining accurate, scholarly oral history with accepted prevation and restoration practices remain a special opportunity in rural preservation. Movement is afoot (throughout the United States and Canada) to save and revitalize rural schools. Local historical societies, state park commissions, the National Park Service, cluba, organizations, and private individus. Service, clubs, organizations, and private individu Service, cutos, organizations, and private individuals are sponsoring preservation projects. Hundreds of schools have been adapted for use as houses and second homes or have become community centers, and adapted care centers, restaurants, offices, models, art galieries, and museums. Research into a building's past adds much to the understanding and enjoyment of those rehabilitating schoolhouses for personal or adaptive use and becomes mandatory as a guide to the restoration and interpretation of a building's history when restored for museum purposes. (NEC) tory when restored for museum purposes. (NEC)

ED 204 U/8

RC 015 50

Graham, Dele

Migrant Education and the Upward Social Mobility of Migrant Students.

Sayder Public Schools, OK.

Pub Date—84

Pub Juse - 88p.
Note-38p.
Pub Type - Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Educational Attainment, Elementary Secondary Education, Mexican Americans, \*Mi-grant Education, \*Migrant Programs, Migrants, \*Occupational Aspiration, Parent Attitudes, Questionnaires, \*Social Mobility, \*Socioeo-nomic Background, Student Attitudes, Teacher

nomic Background, Student Attitudes, Teacher Attitudes
Identifiers—Impact, \*Oklahoma (Snyder)
Findings from interviews with 10 migrant parents, 10 migrant students, 4 regular teachers, 2 migrant teachers, and 2 migrant aides indicate that the Migrant Education Program has a positive effect on the upward social mobility of migrant students in Snyder, Oklahoma, a farming/ranching community of 2,500 with a migrant student enrollment comprising from 5% to 28% of the student population from 1974 to 1984. Evidence suggests that adequate school resources, a hospitable school climate, and sensitivity of school staff to migrant students' background characteristics may be critical in optimizing their sty of school staff to migrant students' background characteristics may be critical in optimizing their school achievement. The interviews document that migrant students surpassed the educational levels of their parents and projected higher incomes and occupational levels than their parents. Parents appeared to emphasize and encourage acculturation of their children into the mainstream of society, with 80% indicating they did not desire a bilingual intheir children into the mainstream of society, with 80% indicating they did not desire a bilingual in-structional program. Migrant teachers' educational expectations for migrant students were consistently higher than those of regular teachers. This higher level of expectation could be based on closer inter-action with students, smaller classes, individualized instruction, extensive contact with parents, awareness of migrant students' background characteristics, and/or a special empathy and rapport with these students. (NEC)

ED 264 079 RC 015 569

Graham, DeDe, Comp.
Migrant Counselor's Guide.
Sayder Public Schools, OK.
Spoots Agency—Oklahoma State Dept. of Education, Oklahoma City. State-Federal Programs Div.

Pub Date-

Note—25p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Access to Education, Colleges,
Counseling Services, \*Counselor Role, Grants,

\*Guidance Programs, \*Migrant Education, \*Mi-grant Programs, Needs Assessment, \*Post High School Guidance, Secondary Education, Student Financial Aid, Student Needs, Vocational Educa-

Written for counselors working in Migrant Edu-cation Programs, this guide summarizes counselor responsibilities and includes specific information to responsibilities and includes specific information assist migrant students seeking post-secondary education in Oklahoma. The introductory section provides a short statement of the migrant counselor's cation in Oklahoma. The introductory section provides a short statement of the migrant counselor's role in identifying handicapped students, achievement/aptitude testing, public relations, parent involvement, individual and group counseling, information dissemination, and financial aid. The second section discusses the needs assessment procedure for determining the objectives of the migrant guidance and counseling program. It includes points to consider in a survey of all eligible migrant children—academic achievement, physical and health needs, cultural influences, parental support, etc. A section on testing covers factors that depress test scores and provides specific suggestions for helping migrant students improve their test taking ability. A scores and provides specific suggestions for helping migrant students improve their test taking ability. A section on financial aid summarizes the benefits and eligibility requirements of the Pell Grant, Supple-mentary Educational Opportunity Grant, College Work Study Program, National Direct Student Loan, Vocational Rehabilitation Grant, and Oklahoma State Tuition Aid Grant. A final section lists Oklahoma's junior colleges, four-year colleges and universities, and vocational-technical schools. (JHZ)

ED 264 080 RC 015 570 Native Education in Alberta Schools.

Alberta Dept. of Education, Edmonton.

Pub Date-Oct 85

Pub Type-Reports - Descriptive (141) - Opinion

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, "American Indian Education, "Canada Natives, Citizen Participation, "Cultural Influences, Delivery Systems, Educational Opportunities, "Educational Policy, Educational Quality, Elementary Secondary Education, Foreign Countries, Public Policy, "Relevance (Education), Student Needs Identifiers—"Alberta, Canada

This two-part document outlines the Alberta government's proposed policy statement and presents Native peoples' views on the education of the more than 23,000 Native students that attend Alberta than 23,000 Native students that attend Alberta provincial schools. Based on discussions with Native people, information gathered from 180 meetings, and letters and papers, Alberta's Native Education Policy Statement outlines ways in which educational needs and personal aspirations of Native Policy Statement outlines ways in which educational needs and personal aspirations of Native Policy Statement (Native Policy Sta tive students can be met, opportunities for Native people to help shape the education of their children and help young people reach their potential, and opportunities for all students in schools throughout and help young peopie reach their potential, and opportunities for all students in schools throughout Alberta to develop an awareness and appreciation of various Native cultures and their contributions to society. Consensus of Native educational perspectives is reflected in sections describing the purpose of education and the role of the school for Native students, the programs of studies for Native students, the delivery of education to Native students, and the roles, rights and responsibilities in Native education. Each section of this portion of the report presents a brief review of the discussions and submissions received, along with statements of principles, recommendations, and implications. (NEC)

ED 264 081 RC 013 571 Goldenberg, Claude N.

Low-Income Hispanic Parents' Contributions to the Reading Achievement of Their First-Grade Children.

Pub Date—Oct 84

Note—53p.; Paper presented at the Meeting of the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).

Pub Tyres—Reports, Research (143).—Speeches (4).

ety (San Francisco, CA, October 10-13, 1984).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF0L/PC03 Plus Postage.
Descriptors—Case Studies, Expectation, Family
Characteristics, Grade 1, \*Hispanic Americans,
Lower Class Parents, Lower Class Students, Mexican Americans, Parent Aspiration, \*Parent Influence, \*Parent Participation, \*Parent Student
Relationship, Parent Teacher Cooperation, Primary Education, \*Reading Achievement, Read-

ing Failure, \*Reading Improvement
Case studies were used to explore parents' role in
first-grade reading success of nine at-risk, low-income, Hispanic students in a small, predominantly
Hispanic school district in Southern California, Refuting the theory that low achievement results from
differences between home and school norms and
values, the study found that all 15 parents valued
educational achievement, were very interested in
their children's progress, believed that achievement
came through individual effort and persistence,
were willing to help their children at home, responded to teacher suggestions of ways to help, and sponded to teacher suggestions of ways to help, and attended parent-teacher conferences. The study concluded that the key to effective parent involveconcluded that the key to effective parent involve-ment in reading success was steady, consistent help with reading curriculum at home. Family socioeco-nomic status, demographic characteristics, parental reading habits, and parients' attitudes toward chil-dren's academic achievement bore no relationship dren's academic achievement bore no relationship to reading success. Participant and non-participant observations, bilingual interviews with parents, teachers, and students, teacher rating scales, and decoding and word-recognition tests were used to explain children's varying first-grade reading achievement outcomes. Suggestions for parent included teaching directly, reading to the child, reading games, and help in developing oral language abilities. Tables provide data on family characteristics and expectations and a form for teacher rating of attention and effort. (LFL)

RC 015 57
Indian Juvenile Alcoholism and Eligibility for BIA
Schools, Hearing before the Select Committee
on Indian Affairs, United States Senate, Ninety-Ninth Congress, First Session on S. 1298 and
S. 1621.

S. 1621.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Report No.—Senate-Hrg-99-286

Pub Date—18 Sep 85

Note—330p.; Some pages may not reproduce well due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Admission (School), Adolescents,
Alcohol Education, Alcoholism, \*American \*American Alcohol Education, Alcoholism, \*American Indian Education, American Indian Reservations, American Indian Reservations, American Indians, \*Drug Abuse, \*Drug Education, Drug Rehabilitation, Elementary Secondary Education, Federal Indian Relationship, \*Federal Legislation, Hearings, Prevention, Rehabilitation Programs, Tribes, \*Youth Programs Identifiers—Bureau of Indian Affairs, \*Bureau of Indian Affairs Schools, Congress 99th, Indian Health Service
The Senate Select Committee on Indian Affairs met to receive testimony on a bill (S. 1298) to coordinate and expand services for the prevention, identinate and expand services for the prevention, identinate and expand services for the prevention, identinate and expand services for the prevention, identificate and expand services for the prevention, identification and the services of the prevention identification and the services of the services of the services of the services of t

met to receive testimony on a bill (S. 1298) to coordinate and expand services for the prevention, identification, and treatment of alcohol and drug abuse among Indian juveniles and a related bill (S. 1621) concerned with eligibility for attending Bureau of Indian Affairs (BIA) schools. Most testimony concerned S. 1298, which addresses the problem of alcohol and drug abuse among Indian youth by requiring: more coordination of information and aervices between the BIA and the Indian Health services between the BIA and the Indian Health Service (IHS); training of all personnel working directly with Indian youth; a more comprehensive education program in BIA schools; alternative placements for children arrested for drug and alcohol related offenses; and more comprehensive alcohol and drug abuse treatment centers that include detoxification facilities, counseling services, and follow-up care. This report includes the texts of the bills, transcription of the hearing proceedings, and services between the BIA and the Indian Health numerous prepared statements from govern agencies and tribal organizations. Statements from agencies and tribal organizations. Statements from the BIA and IHS support the goals of S. 1298 but do not support the bill as a means to achieve those goals. Statements by tribal representatives are largely supportive of the bill, but include suggestions for insuring enforcement funding, local authority, etc. (JHZ)

ED 264 083

The Indian Health Promotion and Disease Prevention Act of 1985. Hearing before the Select Committee on Indian Affairs. United States Senate, Ninety-Ninth Congress, First Session on S. 400. (Gallup, NM, June 1, 1985).
Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Report No.—Senate-Hrg-99-276

Pub Date—1 Jun 85 Note—354p.; Some pages may not reproduce well due to small print.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage, PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Alcoholism, "American Indian Edu-cation, American Indians, "Disease Control, Drug Abuse, Family Planning, Federal Indian Re-lationship, "Federal Legislation, "Health Educa-tion, "Health Services, Hearings, Immunization Programs, Occupational Safety and Health, Phys-ical Health, "Preventive Medicine

riograms, occupational safety and reath, Prosrical Health, \*Preventive Medicine
Identifiers—Arizona, Congress 99th, Fetal Alcohol
Syndrome, \*Health Promotion, Indian Health
Care Improvement Act, Navajo (Nation), New
Mexico, Proposed Legislation, Zuni (Puebio)
The document contains transcripts of a Congressional hearing on providing health promotion and
disease prevention services to American Indians.
The bill under consideration would add the following programs to the Indian Health Care Improvement Act (25, U.S.C. 1603): reduction of drug,
alcohol, and tobacco use; improvement of nutrition
and physical fitness; improvement of nutrition
and physical fitness; immunization; control of
stress, high blood pressure, sexually transmitted diseases, toxic and infectious agents, and accidental
injuries; family planning; pregnancy and infant care;
occupational health and safety; and water fluoridation. Witnesses include representatives from health occupational health and safety; and water fluorida-tion. Witnesses include representatives from health committees and community-based health programs of New Mexico and Arizona tribes, and from the Navajo Council of Physicians, Navajo Nation Council on Aging, Indian Health Service, National Indian Health Board, and Bureau of Indian Affairs, Indian Health Board, and Bureau of Indian Affairs, as well as New Mexico and Arizona agency officials. Testimony focuses on Indian health problems, currently successful programs to improve Indian health, and problems encountered in establishing and administering Indian health programs. Included are papers on fetal alcohol syndrome among American Indians, and data on disease/mortality rates at specific Pueblos, adolescents in New Mexico, and New Mexico health education standards. (LFL)

## SE

ED 264 084 SE 046 191 Reidy. Edward F., Jr.
An Evaluation of Mathematics.
West Hartford Public Schools, Conn. Pub Date-Dec 84 Pub Date—Dec 04

Note—20p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, \*Elementary School Mathematics, Elementary Secondary Education, 
\*Earollment Trends, Evaluation, \*Mathematics

\*Mathematics Consider Mathematics

\*Mathematics Consider Mathematics

\*\*Mathematics Consider Mathematics

\*\*Mathematics

\*\*M

\*Barollment Trends, Evaluation, \*Mathematics Achievement, Mathematics Curriculum, \*Mathematics Instruction, \*Secondary School Mathematics, \*Sex Differences, Student Attitudes Identifiers—Connecticut (West Hartford) This evaluation of mathematics is one of a series of program evaluations conducted on a cyclical basis in the West Hartford (Connecticut) Public Schools. Its purpose is to provide information for program improvement and growth. The evaluation focused on eight questions, and the findings are organized by these questions, concerning: (1) the extent to which students are learning the mathematics content; (2) how well their achievement compares with other students; (3) sex differences in achievement; (4) how many mathematics courses typically with other students; (3) sex differences in achievement; (4) how many mathematics courses typically are taken in secondary schools; (5) sex differences in the number of mathematics courses taken; (6) the number of students completing honors and advanced placement mathematics courses; (7) sex differences in these courses; and (8) attitudes toward mathematics. The sources of data used to answer the questions are given, and a summary statement concludes each section. The general conclusions are that: (1) West Hartford students are reaching high levels of achievement in mathematics and are developing positive attitudes toward mathematics; and (2) improvement is needed in the emphasis on application skills and in encouraging greater female participation in honors and advanced placement level mathematics courses. (MNS)

SE 046 212 Roat, Jan H. de Vries, Marc Technology as an Element of General Education:

Characteristics and Themes of the Project Phys-ics and Technology. Eindhoven Univ. of Technology (Netherlands). Report No.—N&T-85-12 Pub Date—Aug 85

Emintoven Univ. of 1 echnology (Netherlands).

Report No.—N&T-85-12

Pub Date—Aug 85

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF61/PC01 Plus Postage.

Descriptors—"General Education, "Physics, Science Curriculum, Science Education, "Secondary School Science, Student Attitudes, Technological Literacy, "Technology

Identifiers—"Netherlands)

The need and impacts of technology are addressed in this report from the Netherlands. The position is stated that technology should be made a part of general education because of its growing influence on politics, social relations, and the economy. Topics addressed include: (1) the need for technology as an element of general education (outlining reasons in society and schools that necessitate technology's inclusion in the curriculum); (2) elements of technology that should be implemented in the curriculum (listing key assumptions); (3) strategies for incorporating technology into the general education curriculum (recommending that technology exists as a separate subject and/or as a part of the physics curriculum; (4) characteristics of the project Physics and Technology (discussing the procedures and processes involved in the project); and for the physics curriculum; (4) characteristics of the project Physics and Technology (presenting the four current themes and also titles of five potential topic areas). Appendices contain a summary of conceptions and attitudes about technology from 13-year-old students and tables of contents for the identified themes of the Physics and Technology project. (ML) Technology project. (ML)

ED 264 086 SE 046 229

Batey, Anne
Integrating Microcomputers into Science Education. Computer Technology Program Reports to
Decision Makers, Number 6, November 1985,
Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—85
Note—75.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Poetage.
Descriptors—\*Computer Oriented Programs,
\*Computer Software, Curriculum Development,
\*Educational Objectives, \*Microcomputers, \*Science Education

\*Educational Objectives, \*Microcomputers, \*Science Education
Identifiers—\*Computer Uses in Education
Computers are integrated into science education
when they are used as the most appropriate tool or
delivery system to support the goals of science education. The goals of science education can be condensed into two general areas. One area concerns
the preparation of a science-elucrate citizenry; the
second area concerns understanding the interrelationships of science, technology, and society. Current uses of computers that support these goals
include: (1) direct instruction software, which use
drill and practice, tutorials, or a combination of
both; (2) exploratory software, which allow students
to explore a system, manipulate variables, and observe outcomes (including simulation, problemsolving, and inventory programs); and (3) software
used in laboratories, business, and industry (laboratory interfacing systems, word processors, database
management systems, spreadaheets, and graphingrumerical analysis). To achieve integration of
computers into science education requires planning. numerical analysis). To achieve integration of computers into science education requires planning, preparation, and well-organized classroom management strategies. For decision-makers (the change agents), this requires involving science teachers in an active integration process, providing inservice training, organizing a curriculum development effort, and providing such incentives as release time for curriculum development, stipends for additional work, and recognition for the results. (JN)

ED 264 087 SE 046 234 ED 264 087 SE 046 234

Usiakin, Zalman Bell, Max

Applying Arithmetic: A Handbook of Applications of Arithmetic. Part I: Numbers.

Chicago Univ., III. Dept. of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—43

Grant—NSF-SED-79-19065

Note—15th. For related documents, and SE 046.

lote-155p.; For related documents, see SE 046 235 (part II) and SE 046 236 (part III).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01/PC07 Plus Postage.

Descriptors— Arithmetic, Elementary Education, "Elementary School Mathematics, "Mathematical Applications, Mathematics Education, "Mathematics Instruction, Number Concepts, "Numbers, "Feaching Methods Identifiers—National Science Foundation

The first four chapters of a 14-chapter, three-volume work on arithmetical applications are contained in this document. Each chapter details the "use classes" of one broad arithmetical concept, Came classes of the concept which share a common structure). Each chapter contains: an introduction and summary; three to six sections, each devoted to one use class and containing a general introduction, questions, and comments; suggestions for teaching or illustrating a given concept; questions which test understanding of the ideas presented; and notes and commentary, with reasons for selecting particular use classes, related research, and short essays on issues related to applying the concepts. Topics of the chapters include: (1) use of single numbers (counts, measures, locations, ratio comparisons, codes, and derived formula constraints); (2) use of ordered pairs, triples, or n-tuples (counts, measures, locations, ratios, codes, and combined uses); (3) uses of collections of numbers (domains, data sets, neighborhoods, and solution sets); and (4) uses of variables (formulas, unknowns, properties, and storage locations). (JN)

ED 264 088 SE 046 235 ED 264 088

SE 046 235

Usiskin, Zalman Bell, Max

Applying Arithmetic: A Handbook of Applications of Arithmetic. Part II: Operations.

Chicago Univ., III. Dept. of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—83

Grant—NSF-SED-79-19065

Note—250 p. For related documents, see SE 046.

Grant—NSF-SED-79-19065
Note—225p.; For related documents, see SE 046
234 (part I) and SE 046 236 (part III).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC09 Plus Postage.
Descriptors—Addition, \*Arithmetic, Division, Elementary Education, \*Elementary School Mathematics, \*Mathematical Applications, Mathematics Education, \*Mathematics Instruction, Multiplication, Subtraction, \*Teaching Mathematics.

Methods lentifiers—"Exponents (Mathematics), National Science Foundation

Science Foundation
Chapters 5 through 10 of a 14-chapter, three-volume work on arithmetical applications are contained in this document. Each chapter details the
"use classes" of one broad arithmetical concept. (A
"use classe" of a concept is a set of examples of real
world uses of the concept which share a common
structure). Each chapter contains: an introduction world uses of the concept which share a common structure). Each chapter contains: an introduction and summary; three to six sections, each devoted to one use class and containing a general introduction, questions, and comments; suggestions for teaching or illustrating a given concept; questions which test understanding of the ideas presented; and notes and commentary, with reasons for selecting particular use classes, related research, and short essays on issues related to applying the concepts. Topics of the chapters include: uses of addition, discussing putting together, shift, and addition from subtraction (chapter 5); uses of subtraction, discussing take-away, comparison, subtraction shift, and recovering addend (chapter 6); uses of multiplication, considering size change, acting across, and rate factor (chapter 7); uses of division, considering ratio, rate, rate divisor, size change divisor, and recovering factor (chapter 8); uses of powering, discussing change of dimension, growth, and notation (chapter 9); and uses that combine operations, such as those involving exactly two classes (chapter 10). (JN)

ED 264 089

Usiskin, Zalman Bell, Max
Applying Arithmetic: A Handbook of Applications
of Arithmetic. Part III: Maneuvers.
Chicago Univ., III. Dept. of Education.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date—83
Grant—NSF-SED-79-19065
Note—173p.; For related documents, see SE 046
234 (part I) and SE 046 235 (part II).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—\*Arithmetic, Elementary Education,

\*Elementary School Mathematics, \*Estimation (Mathematics), Fractions, \*Mathematical Applications, Mathematics Education, \*Mathematics Instruction, \*Teaching Methods Chapters 11 through 14 of a 14-chapter, three-volume work on arithmetical applications are contained in this document. Each chapter details contained in this document. Each chapter details the "use classes" of one broad arithmetical concept. (A "use class" of a concept is a set of examples of real world uses of the concept which share a common structure). Each chapter contains; an introducreal world uses of the concept which saire a common structure). Each chapter contains: an introduction and summary; four sections, each devoted to one use class and containing a general introduction, questions, and comments; suggestions for teaching or illustrating a given concept; questions which test understanding of the ideas presented; and notes and commentary, with reasons for selecting particular use classes, related research, and short essays on issues related to applying the concepts. Topics of the chapters focus on some aspect of "maneuvers," a term coined to group together four types of processes: rewriting, for example, from fractions to decimals (chapter 11); estimating, for example, standard scores from raw scores (chapter 13); and displaying, for example, graphical data (chapter 14). Each chapter in this part is divided into four sections which focus on, respectively, constraints, clarity, facility, and consistency. A five-page bibliography and index for topics in the three volumes are included. (JN) and index fo

ED 264 090 SE 046 238

Burke, James And Others
The Impact of Science on Society.
National Aeronautics and Space Administration,
Hampton, Va. Langley Research Center.
Report No.—NASA-SP-482
Pub Date—85

Pub Date—85
Note—99p.; Series of lectures given at a public lecture series sponsored by NASA and the College of
William and Mary in 1983.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

DC 20402

DC 20402.

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Change, Computers, \*Putures (of Society), Inventions, Philosophy, \*Science History, \*Sciences, Scientific Enterprise, \*Scientific Literacy, Scientific Principles, \*Technological

Literacy, Scientific Principles, \*Technological Advancement Identifiers—\*Science and Society

The impact of science on society is examined in this publication's coverage of a series of public lectures that commemorated the 25th anniversary of the National Aeronautics and Space Administration. Edited versions of four speeches are presented which address the impact of science on society from the time of humanity's first significant scientific invention to that of expected future scientific advances. The papers include: (1) "The Legacy of Science" by British historian James Burke; (2) "Accomplishments of Science by the Year 2000" by television science editor and reporter Jules Bergman; (3) "Our Future in the Cosmos-Computers" by scientist and science fiction writer Dr. Isaac Asiman; (5) Our Future in the Cosmos-Computers' by scientist and science fiction writer Dr. Isaac Asimov; and (4) "Our Future in the Cosmos-Space" also by Dr. Isaac Asimov. Audience questions and lecturer responses follow each of the papers. Biographical aketches of each presenter are also included. (ML)

SE 046 240

Bebout, Harriett C. And Others
MATHBOXES: A Program for the Apple II to
Teach Children to Solve Basic Word Problems. A
Report from the Project Using the Microcomputer to Teach Problem-Solving Skills. Program
Report 85-5.

Wisconsin Center for Education Research, Madi-

son. Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Sep 85 Grant—NIE-G-84-0008

Grant—NIE-G-84-0008
Note—26p.; Computer disc that accompanies this document is not available from EDRS.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Addition, \*Computer Software, Elementary Education, \*Elementary School Mathematics, Mathematics Education, \*Mathematics Instruction, Microcomputers, Numbers, Problem Solving, \*Subtraction, \*Word Problems (Mathematics, \*Subtraction, \*Subtraction,

matics)
Identifiers—Apple II
This manual is used with MATHBOXES, a computer program written for Apple II microcomputers to help children relate formal mathematical symbols for representing simple word problems to the informal strategies using physical objects that they naturally use to solve them. There is a substantial body of research that documents that young children are capable of solving a variety of simple addition and subtraction word problems by directly representing the action or relationships in the problems with physical objects. However, when they are introduced to formal mathematical symbols, they fail to see the connection between the manipulations they learn for these symbols and the informal strategies they use to solve the problem. MATHBOXES is the manual includes an overview of the program and designed to help children make this connection. The manual includes an overview of the program and directions for using it, discussing the various program options: (1) no numerals; (2) numerals only; (3) numerals and text (with additional choices for canonical-small numbers, canonical-large numbers, missing addend-small numbers, missing addend-small numbers, and (a) leaving the program. (1) ND program. (JN)

ED 264 092 SE 046 243 NASA Initiatives with Historically Black Colleges

& Universities.
National Aeronautics and Space Administration,

National Aeronautics and Space Administration, Washington, D.C.
Report No.—EP-210
Pub Date—85
Note—60p.; Photographs may not reproduce well.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

DC 20402.

Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PCB3 Plus Postage.

Descriptors— Aerospace Technology, Black Colleges, Engineering Education, Higher Education, Research and Development, \*Research and Development Centers, \*Research Projects, Science Education, Secondary School Science, \*Space Sciences, \*Technological Advancement, Technological Advancemen

-\*National Aeronautics and Space Ad-

ministration
This publication outlines the involvement of the
National Aeronautics and Space Administration
(NASA) with Historically Black Colleges and Uni-National Aeronautics and Space Administration (NASA) with Historically Black Colleges and Universities (HBCU) programs in aeronautics and space research. NASA aims to assist HBCUs in science, engineering, and technology programs and also to encourage greater participation of minorities in its educational services and research. Contents of this brochure include: (1) NASA's mission, installations and HBCUs (highlighting the major program responsibilities of each of NASA's installations); (2) guidance for proposal submission (recommending an organizational structure and format); (3) student educational and research opportunities (explaining cooperative educational and graduate student researchers programs); (4) faculty opportunities (describing summer fellowships, resident research associateships and the intergovernmental mobility program); and (5) NASA educational services (including the services of the spacemobile, Explorer's program, Math Counts, community involvement programs, mini-courses and workshops for teachers, as well as speakers bureau and publications). A bibliography concerning NASA's research interests, organizational structure, and administrative requirements is also provided. An appended insert lists the HBCU research and training projects held to NASA centers. Projects from 18 colleges and ilists the HBCU research and training projects held at NASA centers. Projects from 18 colleges and universities are itemized for fiscal year 1984, indicating to prospective proposers the nature of the efforts, funding levels, and student involvement. (ML)

ED 264 093 SE 046 253 Hendrickson, A. Dean Developing Critical Thinking Skills, Pub Date—Aug 84

Note—26p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984). Pub Type— Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Abstract Reasoning, \*Cognitive Processes, \*Course Content, Course Descriptions, \*Critical Thinking, Higher Education, \*Problem

Solving, Science Education, \*Skill Development, Skills, \*Teaching Methods

Solving, Science Education, \*Skill Development, Skills, \*Teaching Methods
In the fall of 1980, a course titled Developing.
Critical Thinking Skills was approved at the University of Minnesota-Duluth for offering as one of the options in the liberal education category called Communication, Language, and Symbolic Systems. This paper provides a description of the course (designed to provide experiences with methods and materials diverse enough to appeal to the needs of the different conceptual styles students have), the outline of course topics, and strategies used to teach the topics on the outline. Major areas are: the nature of critical thinking; the nature of thinking and intelligence; logical (lif-then) reasoning; combinatorial reasoning; orderings and patterns; comparing and classifying; variation and rates of variation; analogies; and problem-solving. The first two topics are treated through lecture and discussion. The remainder of the course is a systematic involvement with treated through secture and discussion. The remainder of the course is a systematic involvement with each kind of reasoning process. Initial experience is given with concrete materials or game activity whenever suitable; symbolic representations and more abstract situations are gradually introduced. Students are assigned to groups of four or five for activities (which are described) and are given opportunities to serve both as a learner and a tutor within the group. (JN)

ED 264 094 ED 204 094
Directory of Residential Outdoor/Environmental
Education Programs in California.
Orange County Dept. of Education, Costa Mesa,

Spons Agency—California State Dept. of Educa-tion, Sacramento. Pub Date—Apr 85

Pub Date—Apr 85
Note—234p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Elementary Secondary Education, "Environmental Education, "Outdoor Education, or Program Descriptions, Resident Camp Programs, "Residential Programs, "Science Education, Science Instruction, "Science Programs Identifiers." "California"

Identifiers-\*California This document is a directory of residential out-This document is a directory of residential out-door and environmental education programs in Cal-ifornia. For the purposes of the directory, a residential outdoor/residential education program is defined as one which is in operation for at least is defined as one which is in operation for at least three days and two nights; the curricular emphasis is on natural science instruction in an outdoor setting for school children. Section I provides a map and map index locating the programs. Section II (which comprises the major portion of the directory) provides surveys of the programs, which are arranged alphabetically by 32 California counties. Major cateogries of information provided includes sponsoring agency; on-site facility; sessions, participants; funding; program description (including goals and activities, programs, and experiences provided to meet the goals); positions; and staff positions. Section III (an appendix) lists: programs in alphabetical order by program sponsor, program titles, on-site program directors, program administrators, sponsor-owned sites, privately-sponsored, county-sponsored, and district-sponsored programs; programs offering 3-day, 4-day or 3-day sessions; program staffing; program funding sources; programs accredited by the Residential Outdoor/Environmental Education Program; programs listed by County Department of Education areas; programs listed chronologically; program enrollments by grade level; additional residential outdoor/environmental education programs in California; and a blank survey form. (JN) three days and two nights; the curricular emphasis

SE 046 255 ED 264 095

ED 264 095
Conserving Electrical Energy in Commerce and Industry, Science and Technology Education in Philippines Online, Quezon City, Inst. for Science and Mathematics Education Development.
Spons Agency—Educational Development Projects Implementing Task Force (Philippines).
Report No.—ISBN-971-135-096-3
Pub Date—Jul 85
Note—29p.; For other documents in this series see SE 046 256-274.
Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$3.00).
Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage, PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Electricity, "Energy Conservation, Energy Education, Foreign Countries, "Fuel Consumption, Fuels, High Schools, "Industry, Science Education, "Secondary School Science Identifiers—"Philippines

This module contains readings which explain the need to conserve electricity and describe how major electric energy users (the industrial and commercial revues) use and conserve electricity. The module groups) use and conserve electricity. The module also contains 10 self-check questions (with answers) and a list of references. Students completing the module should be able to: (1) compare the pe module should be able to: (1) compare the percent of electric consumption of different groups; (2) describe how individuals depend on oil as a source for generating electricity and understand the implications of such dependence; (3) recognize the trends in the contribution of different sources in producing electric energy and realize the importance of such trends; (4) describe how selected examples of com-mercial and industrial firms use and conserve electricity; (5) discuss how the government helps the commercial and industrial groups to conserve energy; and (6) discuss the importance of the com-bined efforts of all groups to conserve electricity. (JN)

ED 264 096

ED 264 096 SE 046 256
Borrowing Money. Science and Technology Education in Philippine Society.
Philippines Univ., Quezon City. Inst. for Science
and Mathematics Education Development.
Spons Agency—Educational Development Projects
Implementing Task Force (Philippines).
Report No.—ISBN-971-135-077-7
Pub Date—Oct 84
Notes. 223, Res et al. (1997).

Pub Date—Oct 84

Note—22p.; For other documents in this series see
SE 046 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education
Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (32.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Availselds from EDPS.

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able from EDRS.

Descriptors—"Credit (Finance), \*Financial Needs,
Foreign Countries, High Schools, Learning Activities, \*Loan Repayment, Money Management,
Science Education, Secondary School Science
Identifiers—"Philippines
This module discusses several borrowing schemes

to help students see more clearly the effects of borrowing money on both the lender and the borrower. They include borrowing from personal lenders, from "5-6" operators, and from credit unions. Three exercise sets with answers (one for each borrowing scheme), a short list of references, and a glossary are included. (JN)

SE 046 257

Eld 204 (97)

Electrical Energy Conservation at Home. Science
and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science
and Mathematics Education Development.

and Mathematics Education Development.
Spons Agency—Educational Development Projects
Implementing Task Force (Philippines).
Report No.—ISBN-971-135-095-5
Pub Date—Jul 85
Note—27p.; For other documents in this series see
SE 046 255-274.
Available from—University of the Philippines, Institute for Science and Mathematics Education
Development Pards of Tavers 8t. Diliman One-Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$2.85).
Pub Type—Guides - Classroom - Learner (051)
EDRS Prica - MP01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Costs, Electrical Appliances, \*Electricity, \*Energy Conservation, Energy Education, Foreign Countries, \*Fuel Consumption, High Schools, Science Activities, Science Education, \*Secondary School Science, Utilities

Identifiers—\*Philippines

Information on how to conserve electrical energy.

Information on how to conserve electrical energy in the home is provided in this module, which is recommended for sophomores in high school. Topics considered include electric meters, electric bills, costs, and conservation practices. Also included are several activities, sample problems to solve, four exercise sets (with answers), and a short list of refer-

ED 264 098 SE 046 258 Vitamins and Health. Science and Techni Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development. Spons Agency—Educational Development Projects Implementing Task Force (Philippines). Report No.—ISBN-971-135-084-X

Report No.—ISBN-971-135-084-X
Pub Date—Jan 85
Note—30p.; For other documents in this series see
SE 046 255-274.
Available from—University of the Philippines, Institute for Science and Mathematics Education
Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$3.00).
Pub Type—Guides - Clasaroom - Learner (051)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

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able from EDES.

Poscriptors—\*Diseases, Food, Foreign Countries, Health Activities, Health Education, High Schools, \*Nutrition, \*Physical Health, Science Activities, Science Education, \*Secondary School

Identifiers—\*Philippines, \*Vitamins
This module provides information on: (1) the nature of health and nutrition; (2) the nature of vitamins; (3) general characteristics of fat-soluble and water-soluble vitamins; (4) the source and major role of several vitamins (vitamins C, B, D, E, and K) as well as deficiences that arise from their oversup-ply, or insufficiency; and (3) ways of preserving the vitamin content in raw food. Also included are several laboratory activities (listing materials needed and procedures used), questions to answer, a glos-sary, and a short list of references. (JN)

Water and Health. What We Take from Environment, Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development. Spons Agency—Educational Development Projects Implementing Task Force (Philippines). Pub Date-Aug 84

lote—36p.; For other documents in this series see SE 046 255-274. Available from—University of the Philippines, Institute for Science and Mathematics Education

Development, Pardo de Tavera St., Diliman, Que-zon City, Philippines (\$2.55). Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. Countries, Health Education, High Schools,

\*Physical Health, Science Activities, Science Education, \*Secondary School Science, \*Water, \*Water Pollution, Water Resources, \*Water

Identifiers—\*Philippines

Identifiers—"Printippines Information about the relationship between water and health is provided in this module. Topics con-sidered include: (1) the various uses of water; (2) water demand of individuals in certain communiwater demand or individuals in certain communities; (3) water sources; (4) water cycle; (5) pure water; (6) water pollution, focusing on pollution resulting from heat, chemicals, radioactive materials, oils (and suspended solids and colloids), and pathogenic organisms (bacteria, viruses, fungi, protozoa, and helminths); (7) water as a factor for the spread of diseases; (8) water-related diseases; and (9) water treatment. Included in appendices are tables with data on selected characteristics of dwelling units and households, water-related diseases (their entry and exit in man), modes by which certain water-borne diseases are spread, number of cases and death by leading diseases, highest number of cases death by leading diseases in various regions; and morbid-ity causes and mortality causes. Also included are suggested individual and group activities related to information in the appendices. (JN)

ED 264 100 SE 046 260
Water in Your Community. What We Take from
Our Environment. Science and Technology Education in Philippine Society.
Philippines Univ., Quezon City. Inst. for Science
and Mathematics Education Development.
Spons Agency—Educational Development Projects
Implementing Task Force (Philippines).
Report No.—ISBN-971-135-073-4
Pub Date—Mar 84
Note—26n. For other documents in this paris con-

Note—26p.; For other documents in this series see SE 046 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$2.45).

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—\*Disease Control, Diseases, \*Drink-ing Water, \*Elementary School Science, Foreign Countries, Intermediate Grades, Safety, Science

Countries, intermediate Grades, Satety, Science Education, Water, "Water Resources Identifiers—"Philippines
This module (recommended for grades 5 or 6) provides information on water in the community. Tonics considered include: safe water (showing how clear water may be unsafe to drink); water sources: drinking water and wells; clean water underground; how water gets from the ground to the faucet inside a home: the groundwater of seaside and inland cities; and water conservation methods. The text is accompanied by numerous illustrations and cartoons. (JN)

ED 264 101 E.D 264 101

SE 046 261

The Story of the Oceans and Salt. What We Take from Our Environment. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Science Education Contest.

Center.

Spons Agency—Educational Development Projects Implementing Task Force (Philippines).

Pub Date—Apr 82

Note—17p; For other documents in this series see SE 046 255-274.

Available from—University of the Philippines, In-stitute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Que-

Development, Pardo de l'avera St., Dillinan, Que zon City, Philippines (\$1.05). Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Foreign Countries, "Minerals,
"Oceanography, Science Education, Secondary
Education, "Secondary School Science
Identifiers—"Philippines, "Salts
This module provides information on: (1) the ori-

in module provides mormation on: (1) the ori-gin of the oceans; (2) sources of minerals and salt found in the sea; and (3) the role and uses of salt in various cultures (stating, for example, that the ex-pression "salt of the earth" describes a person who is considered one of the best). (JN)

ED 264 102
SE UND 202
Solar Cooking, What We Make. Science and
Technology Education in Philippines Cociety,
Philippines Univ., Quezon City. Inst. for Science
and Mathematics Education Development.

Spons Agency—Educational Development Projects Implementing Task Force (Philippines).; National Science and Technology Authority (Philippines). Pub Date-Aug 84

lote—25p.; For other documents in this series see SE 046 255-274.

Available from—University of the Philippines, In-stitute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$2.00). ub Type--- Guides - Classroom - Learner (051)

Pub Type- Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

Descriptors—Alternative Energy Sources, Cooking Instruction, \*Energy Education, Foreign Countries, High Schools, Learning Activities, Science Education, \*Secondary School Science, \*Solar Energy Identifiers—\*Philippines, \*Solar Cooking This module is designed to help students: (1) describe a way of tapping solar energy; (2) identify the main parts of a box type solar cooker; (3) describe

scribe a way of tapping solar energy; (2) mentity the main parts of a box type solar cooker; (3) describe how each part contributes to the trapping of heat energy in the cooker; (4) cook some food in a solar cooker, and (5) recognize that food cooked in a solar cooker is safe to eat. It includes: an introductory comment about solar energy, pointing out that the Philippines is within the equatorial band of the earth which receives the highest concentration of solar radiation; information on cooking with solar energy; activities (which focus on the parts of a solar cook and on cooking with the device); a self-check (with answers); and instructions for constructing a solar cooker. (JN)

ED 264 103 SE 046 263 ED 264 103
Plastic, Fantastic? What We Make. Science and Technology Education in Philippine Society.
Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

Spons Agency—Educational Development Projects Implementing Task Force (Philippines). Pub Date—Mar 84

Note—23p.; For other documents in this series see SE 046 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$2.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—\*Elementary School Science, Envi-

able from EDRS.
Descriptors—"Elementary School Science, Environmental Education, Foreign Countries, Intermediate Grades, "Plastica, Recycling, Science Education, "Solid Wastes, Technology Identifiers—"Philippines, "Plastic Bags
This module provides information about plastics, focusing on the uses of plastic bags in particular.
Topic areas considered include: (1) making plastic bags; (2) transparency of plastic bags; (3) plastic bags and food odors; (4) food containers (before and since plastics); and (5) disposing of plastic bags and other plastic products. The text is illustrated by numerous line drawings and cartoons. (JN)

inclear Power: Pros and Cons. What We Mak Science and Technology Education in Philippin Society.

Society.
Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.
Spons Agency—Educational Development Projects Implementing Task Force (Philippines).
Pub Date—Mar 84

Tote—36p.; For other documents in this series see SE 046 255-274. SE 046 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$1.70).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—"College Science, Environmental Education, Foreign Countries, Higher Education, Foreign Countries, Higher Education, High Schools, "Nuclear Energy, "Nuclear Power Plants, "Nuclear Technology, "Physics, Science Education, "Secondary School Science Identifiers—"Philippines
This module brings together in a panel discussion opposing views and supporting data on the first Philippines nuclear power plant in Morong, Bataan. It extends the discussion of issues and ideas about nuclear power in the dialogue "Go Nuclear" (which should be read before starting this panel discussion). The module deals with the environmental, health, technical, geographic, social, economic, and political aspects of the nuclear power plant. Views of an technical, geographic, social, economic, and political aspects of the nuclear power plant. Views of an environmentalist, student, professor, and experts on nuclear plant operations and monitoring are presented. The pros and cons are discussed under each of the following headings: (1) environmental and health impact; (2) safety of plant design; (3) characteristics of plant location; (4) waste control and management; and (5) economic and political implications. Brief comments for the student and for the teacher are provided. The material in the module is recommended for college students in a physics course or a science class looking at the influence of science and technology on society. (JN)

ED 264 105

ED 264 105

GO Nuclear? What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

Spons Agency—Educational Development Projects Implementing Task Force (Philippines).

Pub Date—Mar 84

Tote—22p.; For other documents in this series see SE 046 255-274. SE 040 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$1.25).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Postage. PC Not Available for Ethes

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able from EDRS.

Descriptors—"Economic Factors, Electricity, Foreign Countries, Higher Education, High Schools, "Nuclear Energy, "Nuclear Power Plants, "Nuclear Technology, "Physics, Safety, Science Education, "Secondary School Science, Utilities Identifiers—"Philippines

The dialogue in this module (about a nuclear power plant in Morong, Bataan) is designed to help students answer these questions: (1) When did the construction of the plant begin? What delayed the

construction? (2) How does a nuclear power plant produce electricity? What are the nuclear reactions involved? (3) How does a nuclear power plant control the nuclear reactions? (4) What are some safe-guards in constructing a nuclear plant? (5) What are the benefits of having a nuclear plant? (6) How will the costs and dangers of a nuclear plant compare with electric plants using oil or coal? and (7) How does a nuclear plant affect the Philippine economic situation and relationship with foreign groups. It is intended to reinforce and supplement a lesson titled, "A Visit to a Nuclear Power Station" in the High School Science IV, "Physics in Your Environment." Brief comments for students and for teachers (with suggested instructional strategies) are included. (JN)

ED 264 106 SE 0.46 ·
Trap the Energy of the Sun. What We Mak Science and Technology Education in Philippin Society.

Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

Spons Agency—National Science and Technology Authority (Philippines).

Pub Date—Jan 84

ote—31p.; For other documents in this series see SE 046 255-274

SE 046 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$1.70).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Both Erom EDNS.

Descriptors—Alternative Energy Sources, \*Energy Education, Food, Foreign Countries, High Schools, Learning Activities, \*Science Activities, Science Education, \*Secondary School Science,

Science Education, "Secondary Science, "Solar Benergy
Identifiers—"Philippines, "Solar Food Dryers
Filipino scientists and inventors have tried many
ways of using solar energy. One simple device, made
of wood and ordinary plastic sheets, traps solar energy to dry palay grains and other agricultural products. In this module, information and activities are provided to help students: (1) learn the advantages provided to help students: (1) learn the advantages of using a solar crop dryer over direct sun drying; (2) build a low-cost solar crop dryer; (3) compare the drying time in the dryer and in direct sun drying using palay grains; (4) measure and compare the temperature of the air inside and outside a dryer; (5) temperature or the air inside and outside a dryer; (5) make design changes in the dryer and observe the effect on dryer time; and (6) build a dryer three times as large as the first one. Each activity includes a list of materials needed and detailed procedures. A short mastery test (with answers) is provided.

ED 264 107 SE 046 267
Table Salt from Seawater (Solar Evaporation),
What We Take from Our Environment, Science
and Technology Education in Philippine Society,
Philippines Univ., Quezon City. Science Education

Center. Center.
Spons Agency—Educational Development Projects
Implementing Task Force (Philippines).
Report No.—ISBN-971-135-046-7
Pub Date—Apr 82
Note—30p., For other documents in this series see
SE 046 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Fardo de Tavera St., Diliman, Que-

zon City, Philippines (\$1.15).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. ance from EDRS.

Descriptors—Foreign Countries, Industry, Learning Activities, \*Minerals, \*Oceanography, Science Education, Secondary Education, \*Secondary School Science, \*Solar Energy, Wa-

Identifiers-Evaporation, \*Philippines, \*Salt Production, Salts

This module discusses methods of obtaining table This module discusses methods of obtaining table sait from seawater. Topic areas considered include:

(1) obtaining salt by solar evaporation of seawater in hoies; (2) obtaining salt by boiling seawater in pots; (3) how table salt is obtained from seawater in the Philippines; and (4) methods of making salt by solar evaporation of seawater in the Philippines (such as using concrete ponds, polyethylene ponds, and bamboo rafts). Procedures (accompanied by illustrative diagrams) for using these methods are included. The method selected depends on the available materials, capital, and place for solar evap-

ED 264 108
Goodbye, Waste! What We Make. Science as
Technology Education in Philippine Society.
Philippines Univ., Quezon City. Science Educat SE 046 268

Center:
Spons Agency—Educational Development Projects
Implementing Task Force (Philippines).
Report No.—ISBN-971-135-050-5
Pub Date—Dec 83
Note—33p.; For other documents in this series see
SE 046 255-274.
Available from—University of the Philippines, Institute for Science and Mathematics Education
Development, Pardo de Tavers St., Diliman, Quezon City, Philippines (\$1.95).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Riementary School Science. Rie-

able from EDRS.

escriptora—"Elementary School Science, Ele-mentary Secondary Education, Environmental Education, Foreign Countries, Intermediate Grades, Learning Activities, Science Education, \*Secondary School Science, \*Waste Disposal,

"Wastes
Identifiers—"Composting, "Philippines
This module: (1) discusses the need for disposing of waste safely; (2) provides information and activities on wet and dry wastes; and (3) shows how to prepare, maintain, and study a fertilizer basket (in which fertilizer is made from wet waste). Information on the biology of the basket (including role of bacteria and fungi in the decay process) is included. The module concludes with a two-part test (with

answers) (IN)

ED 264 109

ED 264 109

SE 046 269

Lye From Wood Ash. What We Make. Science and
Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science
and Mathematics Education Development.

Spons Agency—Educational Development Projects
Implementing Task Force (Philippines).

Pub Date—Feb 34

Note—16. Sec. Sec. 14.

Pub Date—Feb 84

Note—16p.; For other documents in this series see
SE 046 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education
Development, Pardo de Tavers St., Diliman, Quezon City, Philippines (\$1.20).
Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Postage. PC Not Avail-

le from EDRS.

able from EDRS.

Descriptors—"Substantial Procedures, Learning Activities, Science Activities, Science Education, "Secondary School Science Identifiers—"Lye, "Philippines, Soap With the high cost of gas and electricity, more people are turning to wood or charcoal for fuel. The ash that remains after the wood or charcoal has been the control to the procedure of ash that remains after the wood of charcosi has been thoroughly burned can be used to prepare lye. "Su-man sa lihiya," "cuchinta," and soap can be made with the use of this lye. Procedures for making these materials as well as the lye are presented in this module. Diagrams illustrating the procedures and recipes are provided when applicable. (JN)

ED 264 110
Plastics in Our Lives, What We Make, Science and Technology Education in Philippine Society,
Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.
Spons Agency—Educational Development Projects Implementing Task Force (Philippines).
Report No.—ISBN-971-135-085-89.
Pub Date—Jan 85
Note—279; For other documents in this series see SE 046 255-274.
Available from—Liniuszaitu of the Philippines.

SE 046 255-274.

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (\$2.85).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage, PC Not Avail-able from EDRS.

Descriptors—"Chemistry, Foreign Countries, High Schools, "Laboratory Procedures, "Plastics, Sci-ence Activities, Science Education, "Secondary School Science, Waste Disposal Identifiers—"Philippines This module, recommended for third or fourth year high school students, consists of three parts. The first part (entitled "Knowing Plastics") gives

some background information regarding the origin of plastics, their chemical and physical properties, and the different available types. The second part (entitled "Shaping Plastics") describes how things are made from plastics. It includes lists of materials needed and procedures for laminating a diploma on wood and for making articles from plexiglass or acrylic plastic. The third part (entitled "Plastics and Health") discusses why the public is cautioned on the use of plastics for food containers. It also deals with how plastics add to the waste disposal problem. (JN)

SE 046 271 ED 264 111 Preparation of Fish Bagoong and Shrimp Bagoong. What We Make, Science and Technology Educa-tion in Philippine Society. Philippines Univ., Quezon City. Science Education

Center.

Spons Agency—National Science Development Board, Manila (Philippines).

Hoard, Manila (Philippines).
Pub Date—Apr 82
Note—15p.; For other documents in this series see
SE 046 255-274.
Available from—University of the Philippines, Institute for Science and Mathematics Education
Development, Pardo de Tavera St., Diliman, Que-

zon City, Philippines (\$1.00).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptor—Blochemistry, \*Food, Foreign Countries, High Schools, Learning Activities, Nutrition, Science Activities, Science Education, \*Secondary School Science Identifiers—\*Bagoong, Philippines Salted fish paste (locally known as "bagoong") is fermented fish and salt with or without spices or

nermented fish and salt with or without spices or coloring. A bagoong preparation is actually a digestion of fish protein into substances which can be taken in by the body cells and changed into body material. The substance is used in many Filipino dishes (such as pinakbet, dinengdeng, or buylanglang) since it not only adds favor but also is a good low-cost source of protein. This module: (1) briefly describes the formatter of the protein of the protei gasing since it not only accis ravor but also is a good low-cost source of protein. This module: (1) briefly describes the fermentation process; (2) discusses the nature of dilis bagoong; and (3) outlines the proce-dures to make dilis bagoong or alamang bagoong. A self-test (with answers) and glossary of key terms are included. (JN)

ED 264 112

Making Your Own Hollow Blocks. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

Spons Agency—Educational Development Projects Implementing Task Force (Philippines).

Report No.—ISBN-971-135-07-5

Pub Date—Feb 84

Note—14p.; For other documents in this series see SE 046 255-274.

Available from—University of the Philippines. SE 046 272

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Que-zon City, Philippines (\$1.25). Pub Type— Guides - Clasaroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Bricklaying, \*Construction Materials, Foreign Countries, High Schools, Learning Activities, Science Education, Secondary School

Identifiers—\*Bricks, \*Philippines

The procedures needed to make hollow blocks from palay hull, sawdust, soil, or sand are outlined in this module. Also outlined are the procedures an this module. Also outlined are the procedures needed to construct the wooden molds used to make the blocks. The hollow blocks can be used in building a one story house where the roof does not rest on the hollow block wall, an additional room to the school house, the school garden wall, plant boxes, or consents this (IN). compost pits. (JN)

ED 264 113
From Rocks to Cement, What We Make, Science and Technology Education in Philippine Society.
Philippines Univ., Quezon City. Science Education

Center.
Spons Agency—Educational Development Projects Implementing Task Force (Philippines).
Report No.—ISBN-971-135-030-0
Pub Date—Apr 82
Note—23p.; For other documents in this series see SE 046 255-274.

Available from—University of the Philippines, In-stitute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Que-

zon City, Philippines (\$1.20).
Pub Type— Guides - Classroom - ?.earner (051)
EDRS Price - MF01 Plus Postage. I\*C Not Available from EDRS.

able from EDRS.

Descriptors—"Cement Industry, Chemical Reactions, Chemistry, "Construction Materials, Foreign Countries, "Geology, High Schools, Science Education, "Secondary School Science Identifiers—"Cement, "Philippines, Rocks This module deals with the materials used in making concrete hollow blocks. Topics discussed include. (I) incepus, metamorphic, and sediments.

clude: (1) igneous, metamorphic, and sedimentary rocks; (2) weathering (the process of breaking down rocks) and its effects on rocks; (3) cement; (4) stages in the manufacturing of Portland cement; and (5) the transformation of cement into concrete (outlining, in an appendix, chemical changes in the pro-cess). A mastery test (with answers), answers to questions asked in the module, a glossary, and list of references are included. (JN)

ED 264 114

Laundry Soap from Waste Cooking Oil. What We Make. Science and Technology Education in Philippine Society.

Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

Spons Agency—Educational Development Projects Implementing Task Force (Philippines).

Pub Date—Mar 84

Note—25p. For other Agency in the Cooking Cookin SE 046 274 ED 264 114

Note—25p.; For other documents in this series see SE 046 255-273.

Available from—University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Que-

zon City, Philippines (\$1.60). Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Avairable from EDRS.

Descriptors—\*Chemistry, Foreign Countries, High Schools, \*Laboratory Procedures, Learning Activities, Science Activities, Science Education, \*Secondary School Science
Identifiers—\*Philippines, \*Soap
This module provides instructions for clarifying cooking oil and using it with either wood ash lye or commercial lye to make laundry soap. It also provides (in appendices): a discussion of oils and soap, commercial tye to make fauntry soap. It also provides (in appendices): a discussion of oils and soaps, including the history of soap; instructions for preparing an 18 percent lye solution; instructions for preparing soap using lye from wood ash; and a discussion of how soap cleans. A glossary and a short list of references are included. (JN)

SE 046 275 ED 264 115

Krynowsky, Bernie A.

The Development of the Attitude Toward the Subject Science Scale. Report No. 85:7.

Spons Agency—Educational Research Inst. of British Columbis, Vancouver. Pub Date—Aug 85 Grant—DG-368

-52p. Pub Type-

ub Type— Reports - Research (143) — Tests/ Questionnaires (160) — Information Analyses (070)

(070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attitude Change, "Attitude Measures, Science Education, Scientific Attitudes, Secondary Education, "Secondary School Science, "Student Attitudes, "Test Construction, "Test Reliability, "Test Validity Identifiers—Science Education Research
This reserts outlines the states of development

This report outlines the stages of development and validation of the Attitude Toward the Subject and vandation of the Attitude I oward the Subject Science Scale (ATSSS). The instrument, developed in accordance with the Ajzen and Fishbein (1980) theory of attitude assessment, can be used by junior secondary science teachers or administrators to as-sess student attitudes toward the subject science or to provide feedback on how positively or negatively students view various science-related activities. The report contains: (1) an introduction; (2) a literature review in four parts: rationale for the promotion of positive attitudes toward science; research which considered student attitudes in science education; attitudes toward science compared to scientific atti-tudes; and methodological issues related to suggested improvements in attitude toward the subject science research; (3) an overview of the Ajzen and Fishbein theory of reasoned action; and (4) the de-velopment and testing of the ATSSS' validity and realiability, in terms of assessing students attitudes toward the subject grade 10 science. A copy of the ATSSS and scoring instructions are provided in an appendix. (Author/JN)

ED 264 116

SE 046 276

The International System of Units (SI) in Oceanography, Report of IAPSO Working Group on
Symbols, Units and Nomenclature in Physical
Oceanography (SUN), Unesco Technical Papers
in Marine Science 45, IAPSO Publication Scientifique No. 32,
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine
Sciences. ED 264 116 SE 046 276

Pub Date—85

Note—133p.; Prepared under the auspices of the International Association for the Physical Sciences of the Ocean (IAPSO).

Available from—Division of Marine Sciences, Unesco, Place de Fontenoy, 75700 Paris, France.

Puh Type—Reports—General (140) — Reference Materials (130)

EDRS Price—MF01 Plus Postage. PC Not Available for EDRS

able from EDRS.

able from EDRS.

Descriptors—Chemistry, \*College Science, Geophysics, Higher Education, \*Metric System, \*Ceanography, Science Education, \*Water This report introduces oceanographers to the International System of Units (SI) in physical oceanography. The SI constitutes a universal language, designed to be understood by all scientists. It facilitates their mutual comprehension and exchange of tates their mutual comprehension and exchange of views and results of their work. The first part of the report is devoted to physical quantities, units and symbols, SI units and basic rules, and specific recommendations for the field of physical sciences of the ocean. The second part consists of tables of the quantities that are used in physical oceanography (fundamental quantities of seawater, physical properties of pure and seawater, dynamical oceanography, ordical oceanography, mains secondarial oceanography. phy, optical oceanography, marine geophysics, marine geochemistry, and chemical oceanography). Each table contains its preferred symbol, a short definition if necessary, and its unit in the SI, to-gether with its symbol. Conversion factors between certain units and the corresponding (SI) units are given for dynamical oceanography and marine geophysics. (Author/JN)

ED 264 117 SE 046 277

Finlay, Joy Winter Here and Now. Pub Date-82

Note—136p.

Available from—Aspen House Productions Ltd.,
Box 8644, Station L, Edmonton, Alberta, Canada T6C 4J4 (\$9.95).

Pub Type— Books (010) — Guides - Classroom -Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Animals, Art Activities, Elementary Education, \*Environmental Education, \*Experiential Learning, \*Integrated Activities, Interdisciplinary Approach, Mathematics Instruction, \*Outdoor Activities, \*Outdoor Education, \*Science Activities, \*Science Education, Social Studence Activities, Science Education, Social Studence Activities, Interdisciplinary Approach, Mathematica Interdisciplinary Approach, Interdisciplinar

Identifiers—Snow, \*Winter Programs
This book contains a wide variety of winter-ori-

ented ideas and activities that can be adapted to all elementary grade levels and can also be integrated into existing mathematics, science, social studies, into existing mathematics, science, social studies, and/or art programs. The activities aim to help students develop the skills of observation, appreciation, and problem solving as well as suggesting responsible behaviors toward the environment, each other, and snow equipment. Topic headings include: (1) Study Now Our Winter (establishing a theme and corresponding activities); (2) Stories in the Snow (with information and illustrations of animal tracks); (3) Snow and More Snow (listing experiments and activities to conduct with the snow); (4) Winter Waiting (highlighting facts and activities dealing with plants); and (5) Out and About (discussing winter clothing, insulation, and shelter). (ML)

SE 046 279 ED 264 118

Nathematics and Experimental Sciences in the FRG-Upper Secondary Schools. Occasional Pa-

per 40. Bielefeld Univ. (West Germany). Inst. for Didactics in Mathematics. Pub Date—Dec 83

Note—43p.; Paper presented at the International Seminar on "Insegnamento della Matematica e delle Scienze sperimentali nella Scuola Secon-daria Superiore (14-18 anni)," (Venice, Italy, De-cember 10-12, 1983).

cember 10-12, 19-5). Language—English; German Pub Type— Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Art, \*Curriculum Development, Education, Foreign Countries, Languages, Literature, \*Mathematics Education, Physics, Required Courses, \*Science Education, \*Secondary School Curriculum, \*Secondary School Mathematics, \*Secondary School Science, Selection, Social Sciences, Vocational Education Identifiers—West Germany
The mathematics and experimental science courses in the programs of the upper secondary school in the Federal Republic of Germany (FRG) are discussed. The paper addresses: (1) the two \*secondary levels\* within the FRG school system, indicating that the Secondary I-Level (SI) comprises grades 5 through 9 or 10 while the Secondary II-Level (SII) comprises grades 10 or 11 through 13; (2) developments in SI, examining curricula, syllabi, the introduction of a tenth grade in the Hauptschule, and other topics; (3) recent reform of the schule, and other topics; (3) recent reform of the Gymnasiale Oberstufe (GYO), the senior high school, discussing mathematics and science require-ments, students' science course selection behavior, areas of concern (such as the problem of incorporatareas of concern (such as the problem of incorporating more applications in science and mathemematics curricula), curriculum development issues, and related concerns; and (4) vocational education and the "Kollegachule" of Nordrhein-Westfalen as a model for the integration of profession-oriented and general education. The newly organized GYO provides courses which represent a much broader spectrum of subjects, such as informatics and jurisprudence. In addition, subjects are divided into compulsory and optional domains and are assigned to one of three different areas. They include language, literature, arts (area I) social sciences (area guage, literature, arts (area I), social sciences (area II), and mathematics, sciences, and technology (area III). (JN)

Immigrant Scientists and Engineers: 1982-84. Detailed Tables and Charts. Surveys of Science Resources Series.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.—NSF-85-326
Pub Date—85
Note—85
Note—85

Pub Date—85
Note—38p.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Engineers, Higher Education, \*Immigrants, \*Mathematicians, Professional Personnel, \*Scientists, \*Social Scientists
Identifiers—National Science Foundation
Since 1966, the National Science Foundation
(NSF) has monitored the annual inflows of scientists and engineers (SE) from abroad to provide information on levels and trends in scientist and engineering immigration and other related areas.
This report provides data (in 6 charts and 10 statistical tables), which update previously published data, for fiscal years 1976-78 and 1982-84 (data for 1979-81 are not available). Charts summarize data on immigrant SE by type of admission (1966-84), adjustment-of-status immigrants as a proportion of total immigrants (1966-84), and SE admitted as immigrants in 1984, by region or birth, by region of total immigrants (1966-84), and SE admitted as immigrants in 1984, by region or birth, by region of intended United States residence and by age group. Data presented in the statistical tables include: immigration SE by field of specialization (1976-78 and 1982-84); immigrant SE by country or region of last permanent residence and major group (separate tables for 1982, 1983, and 1984); immigrant SE by bles for 1982, 1983, and 1984); immigrant SE by country or region of birth and major group (separate tables for 1982, 1983, and 1984); migration patterns of SE who became immigrants in 1984; immigrant SE by state of intended residence and major group (1984); and immigrant SE by sex, age group, and region of last permanent residence (1984). (JN)

ED 264 120 SE 046 282

Bennof, Richard J.
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions: Fiscal Year
1983, A Report to the President and Congress.
Final Report. Surveys of Science Resources

National Science Foundation, Washington, D.C.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.—NSF-85-321
Pub Date—Aug 85
Note—224p; For 1982 report see ED 248 775.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Black Colleges, \*Colleges, Ingineering, \*Pederal Aid, Financial Support, Geographic Distribution, Higher Education, Institutional Characteristics, Multicampus Colleges, National Surveys, \*Nonprofit Organizations, \*Research and Development, Research and Development Centers, Sciences, \*Scientific Research, Trend Analysis, \*Universities Identifiers—National Science Foundation
Data on fiscal year 1983 federal support to United States institutions of higher education are presented in 17 charts and 56 statistical tables, along with a condensed narrative analysis. The 15 federal agencies represented account for an estimated 95 percent of total obligations to colleges and universities and virtually all support for science and engineering (S/E) research and development (R&D) at these institutions. Obligations shown for colleges and universities do not include funds to federally-funded research and development centers (FFRDSs) administered by academic institutions, these obligations are presented separately, as are R&D obligations to independent nonprofit institutions manuscreu oy acasemic institutions; these obliga-tions are presented separately, as are R&D obligations to independent nonprofit institutions and nonprofit-administered FFRDSs. Major cate-gories of data provided in the statistical tables in-clude 1963-1983 trends in federal obligations, the geographic distribution of federal obligations, the clude 1963-1983 trends in federal obligations, the geographic distribution of federal aid, 100 institutions ranked in order of amount received, obligations by field, types of institutional control, institutional listings by state, and aid to historically black colleges. Data are included on obligations to academic institutions distributed according to highest degree granted categories of doctorate, master's, bachelor's, and no S/E degrees. (Technical notes on the survey are provided.) (JN)

ED 264 121

SE 046 283

Bierce, Rose, Ed.
The Ocean: Consider the Connections...Educational Activities for Children. tional Activities for Children. Center for Environmental Education, Washington,

Spons Agency—Year of the Ocean Foundation, Washington, DC. Report No.—ISBN-0-96152-940-7

Pub Date – Jul 85
Note – 102p.; Several pages contain photographs which may not reproduce well. Funding also provided by the David and Lucile Packard Founda-

tion.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MP01/PC05 Plus Postage.

Descriptors—Animals, \*Ecology, Elementary Education, \*Elementary School Science, \*Environmental Education, Learning Activities, \*Marine Education, \*Oceanography, \*Science Activities, Science Education, Weather

This zight-charters resource hook is designed for

Science Education, Weather
This eight-chapter resource book is designed for
use by elementary school-age children, teachers,
and interested parents. It consists of activities (such
as word games, art projects, and experiments) and
information which not only provide knowledge but
also stimulate creativity and provide entertainment.
Areas addressed in the first seven chapters are: beginnings of ocean study; oceans at work (currents,
weather, waves, and tides); animals in the ocean,
food chains; adaptation; ecosystems; and people and
the sea. Each of these chapters contains background
information (that teachers and parents may find
useful before introducing the chapter topic), a list of
activities, and the activities, most of which are designed to allow children an independent and
self-directed learning situation. The final chapter
provides answers to the activities so that children
may correct their own work, a vocabulary list, and
a list of books. (JN)

SE 046 284 Whales of New England. Secondary Curriculus New England Aquarium, Boston, Mass. Pub Date—85

Pub Date—53
Note—25p.
Available fr.m—New England Aquarium, Central
Wharf, Boston, MA 02110 (\$3.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Animal Behavior, \*Animals, Experiential Learning, Field Instruction, \*Field Trips,
\*Marine Biology, \*Outdoor Activities, \*Science

Activities, Science Education, Secondary Educatiom, \*Secondary School Science, Wildlife
Identifiers—Aquariums, \*Whales
Instructional materials and suggestions for conducting a whale watching field trip are contained in
this curriculum packet for secondary science teachers. It is one unit in a series of curricular programs
developed by the New England Aquarium Education Department. Activities and information are organized into three sections: (1) pre-trip activities
(providing fact sheets on cetaceans, worksheets on
specific whales, and a vocabulary list); (2) trip activities (including descriptions of cetacean behaviors
and a data sheet for recording observations); and (3)
post-trip activities (identifying project areas and
suggesting enrichment experiences). Preparatory
and follow-through instructional strategies are offered and a list of resources is also provided. (ML)

SE 046 285 Fish: Form and Function. Secondary Carricult New England Aquarium, Boston, Mass. Pub Date Note-36p.

Note—36p.

Available from—New England Aquarium, Central Wharf, Boston, MA 02110 (\$3.00).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Pestage.

Descriptors—Animal Behavior, Animals, Experiential Learning, Field Instruction, \*Field Trips, \*Ichthyology, \*Marine Biology, \*Science Activities, Science Education, Science Teaching Centers, Secondary Education, \*Secondary School Science

Science
Identifiers—\*Aquariums, \*Fishes
The New England Aquarium Education Department offers a series of curriculum units and field trip guides for teachers of all grade levels on aquatic biology and ecology topics. Fish characteristics and behaviors are explained in this packet for secondary science teachers. Pre-trip materials include factaheets and worksheets on fish: (1) characteristics; (2) general anatomy; (3) senses; (4) coloration patterns; (5) shapes; (6) survival behaviors; and (7) external and internal anatomy. Forms for recording observations on fish behaviors and characteristics during an excursion are provided. Suggestions for observations on ash behaviors and characteristics during an excursion are provided. Suggestions for post-trip activities are also given. This particular guide contains a floor plan of the New England Aquarium, a listing of aquatically oriented curriculum packets, and an explanation of the facility's teacher resources. (ML)

ED 264 124 SE 046 286 SE Life on Rocky Sheres, Grades K-6, New England Aquarium, Boston, Mass. Pub Date—85

Note—30p.

Available from—New England Aquarium, Central Wharf, Boston, MA 02110 (\$3.00).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Poststags.

Descriptors—Animal Behavior, Ecology, Elementary Education, "Elementary School Science, "Experiential Learning, "Field Trips, "Marine Biology, "Science Activities, Science Education, Science Teaching Centers Identifiers—"Aquariums, "Tidal Pools Activities in the ecology of New England's tidepools are provided in this field trip guide for elementary school teachers. Resources, curriculum materials, and services are identified that are available through the New England Aquarium's Departer. materials, and services are identified that are available through the New England Aquarium's Department of Education. This packet contains: (1) pre-trip activities (offering a vocabulary list, illustrations, and coloring sheets of tidepool animals and seaweeds); (2) trip activities (including trip guidelines, a floor plan of the aquarium, and a lab exercise on animal behavior); and (3) post-trip activities (suggesting projects and activity options for home and classroom use). Resource publications for students and teachers are also provided. (ML)

ED 264 125 Seals. Grades 3-6. New England Aquarium, Boston, Mass. Note-36p.

Note—36p.

Available from—New England Aquarium, Central Wharf, Boston, MA 02110 (\$3.00).

Pub Type— Guides - Classroom - Teacher (052)

Pub Type— Guides - Classroom - Teacher (052)

Descriptors—Animal Behavior, "Animals, "Elementary School Science, Experiential Learning, "Field Trips, Intermediate Grades, "Marine Biology, "Science Activities, Science Education, "Sci-

ence Teaching Centers, Wildlife
Identifiers—Aquariums, \*Seals (Animals)
Explanations of a marine mammal rescue program
and information on seals and sea lions are presented
in this curriculum package for intermediate grade
teachers. Activities are highlighted which focus on
the natural history of harbor seals. This unit contains: (1) pre-trip activities (including fact sheets
and worksheets on the different types of seals, a tains: (1) pre-trip activities (including fact sheets and worksheets on the different types of seals, a vocabulary list, and a description of the differences between seals and sea lions); (2) trip activities (offering sugaestions for successful field trips, a floor plan of the aquarium, and observation recording sheets for use at the aquarium's Seal Pool); and (3) post-trip activities (providing an explanation of the New England Aquarium's research and seal rescue programs). A bibliographic listing of publications and an evaluation checklist for teachers are also included. (Aff.)

SE 046 288 Tinker, Robert F.
Modeling and MBL: Software Tools for Science.
Technical Education Research Center, Cambridge,

Mass. Name.

Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—TERC-TR-85-4
Pub Date—Nov 85
Grant—NSF-DPE-8319155
Note—16-78

Grant—NSF-DPE-8319155
Note—15p.; Paper to be presented at the National Educational Computing Conference (7th, San Diego, CA, June 4-6, 1986).
Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Chemistry, \*Computer Oriented Programs, \*Computer Software, Elementary Secondary Education, \*Graphs, Heat, Higher Education, \*Material Development, Microcomputers, Models, \*Physical Sciences, \*Science Education, \*Science Experiments Identifiers—\*Computer Uses in Education, Na-

Identifiers—\*Computer Uses in Education, National Science Foundation

Recent technological advances and new software

tional Science Foundation
Recent technological advances and new software
packages put unprecedented power for experimenting and theory-building in the hands of students at
all levels. Microcomputer-based laboratory (MBL)
and model-solving tools illustrate the educational
potential of the technology. These tools include
modeling software and three MBL packages (which
are described in this paper); (1) The Bank Street
Laboratory, a large hardware, print, and software
package which enables students to perform a wide
variety of experiments involving light, temperature,
and sound; (2) Exploring Heat, an MBL unit developed with special attention to the needs of mildly
learning disabled late elementary school students;
and (3) Experiments in Chemistry, a secondary /college-level package for recording, graphing, and analyzing pH, electromotive force, and temperature
dats. MBL and dynamic modeling software are important to science education because they complement each other. In addition, students do science,
artivities become more student-centered, and software has applicability to many grade levels. Extensive in-class testing shows that the desirable
characteristics for the successful educational use of
both MBL and dynamic modeling software include
ease of use, fast feedback, the computer's computational ability, and use of graphical output. (JN)

SE 046 289 Clement, John And Others Adolescents' Graphing Skills: A Descriptive Anal-

ysis.
Technical Education Research Center, Cambridge,
Mass.

National Science Foundation,

-National Science Foundation,

Spons Agency—National S Washington, D.C. Report No.—TERC-TR-85-1 Pub Date—Nov 25 Grant—NSF-DPE-8319155

lots—5p.; Paper accepted for presentation at the 1986 Annual Meeting of the American Educa-tional Research Association.

tional Research Association.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC91 Plus Postage.
Descriptors—Adolescents, Comprehension, Concept Formation, "Graphs, Junior High Schools,
"Physical Sciences, Science Education, "Secondary School Science, Skill Development, "Skills
Identifiers—Computer Uses in Education, "Graphing (Mathematics), "Misconceptions, National
Science Foundation, Science Education Research

Clinical interviews were conducted with 25 seventh- and eighth-grade students to determine: (1) the extent to which they could produce correct graphical representations of familiar situations; (2) to what extent they could infer relationships from to what extent they could infer relationships from graphs; (3) what are the most commonly held graphing misconceptions and how stable they are; and (4) how consistent are students' graphing skills across different content areas and types of problems. Notes taken during and tape-recordings of the interviews were used to identify the following types of misconceptions, namely, graph as picture, slope/height confusion, centering on one variable only. linearity confusion, centering on one variable only, linearity of scale, initial positioning at the zero point on the axis, and a static (rather than dynamic) conception of graphs. Two major misconceptions, both of which have been observed with college populations, were documented in the preliminary analysis of three documented in the preliminary analysis of three items. The first misconception (graph as picture) was strongly exhibited in a bicycle problem (dealing with elevations and speed). For example, subjects drew a picture when asked to make a graph, and when presented a graph, they read it as a picture. The second misconception (alope/height confusion) was found in a problem dealing with graphs of temperature versus time of day. (JN)

ED 264 128 Mokros, Janice

SE 046 290

The Impact of Microcomputer-Based Science Labs on Children's Graphing Skills. Technical Education Research Center, Cambridge,

Mass.

Stans.

Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—TERC-TR-85-3
Pub Date—Nov 85
Grant—NSF-DPE-8319155

Note—7p.; Paper submitted to the 1986 Annual Meeting of the National Association for Research

Meeting of the National Association in Science Teaching.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—"Comprehension, "Computer Oriented Programs, "Elementary School Science, Intermediate Grades, Mathematical Grades, Mathematical Crades, Mathematical C Descriptors—"Comprehension, "Computer Oriented Programs, "Elementary School Science,
Grade 6, "Graphs, Intermediate Grades, Mathematics Skills, "Microcor-puters, Science Activities, Science Education, "Science Instruction,
Skill Development, Teaching Methods
dentifiers—"Graphing (Mathematics), National
Science Foundation, Science Education Research
Microcomputer-based laboratories (MBL), the
set of microcomputer, for student-directed data ac-

use of microcomputers for student-directed data acquisition and analysis, represents a promising new development in science laboratory instruction. This descriptive study determined the impact of MBLs on middle school students' understanding of graphs on middle achool students' understanding of graphs of distance and velocity. The study was based on the premise that understanding the use and interpretation of symbol systems such as graphs is a central developmental task for all children. Sixth-grade students received five MBL lessons on distance and velocity, where they were challenged to construct different kinds of graphs via their own movements and the movements of a toy cart. Results (based on classroom observations and a post-intervention quiz which required students to match graphs with written descriptions of these graphs) indicated that after experience with MBL, students could accurately match complex graphs of physical phenomena with written descriptions of these graphs. Children attained a mean accuracy level of 85 percent on the matching task which involved graphs of position and velocity (including negative velocity). Observations corroborated these findings, and showed that students' understanding of graphs was resistant to countersuggestion. By inking the concrete and the abstract, MBL may be providing a bridge that facilitates the development of formal operational thinking. (Author/JN)

SE 046 291 ED 264 129

Barclay, Will Graphine M Graphing Misconceptions and Possible Remedies
Using Microcomputer-Based Labs.
Technical Education Research Center, Cambridge,

Mass.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—TERC-TR-85-5
Pub Date—Nov 85
Grant—NSF-DPE-8319155
Note—10p.; Paper submitted to the National Educational Computing Conference (7th, San Diego, CA, June 4-6, 1986). Document contains several

graphs of marginal legibility.

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF0L/PO1 Plus Postage.

Descriptors—\*Computer Oriented Programs, Computer Software, Elementary Secondary Education, \*Graphs, \*Material Development, Microcomputers, \*Science Education, \*Skill Development, Microcomputers, \*Science Education, \*Skill Development. velopment Identifiers—

lentifiers—Computer Uses in Education, \*Graph-ing (Mathematics), \*Misconceptions, National Science Foundation, Science Education Research Science Foundation, Science Education Research Graphing is a common and powerful symbol system for representing concrete data. Yet research has shown that students often have graphical misconceptions about how graphs are related to the concrete event. Currently, the Technical Education Research Center (TERC) is developing microcommissional theory of the conception of th puter-based laboratories (MBL) science units that use probes to gather data on such physical phenomena as motion, heat and temperature, and response time. With these probes attached to a microcomtime. With these probes attached to a microcomputer, real time graphs can be displayed of data as they are being collected. The research component of the project is looking at graphing misconceptions (such as confusing the graph of an event with a picture of the event) and how MBL can help students to learn graphing skills. Preliminary results suggest that MBLs do help in improving graphing skills. Attributes of the MBL science laboratories that each important in this include (1) the ground-that cash important in this include (1) the groundskins. Attributes of the MBL science indoratories that seem important in this include: (1) the grounding of the graphical representation in the concrete action of the students; (2) the inclusion of different ways of experiencing the material (visual, kines-thetic, and analytic); and (3) the fast feedback that allows students to immediately relate the graph to the event. (JN)

SE 046 292

Thornton, Ronald K.
Tools for Scientific Thinking: Microcomputer-Based Laboratories for the Naive Science

Technical Education Research Center, Cambridge,

Spons Agency—National Science Foundation, Washington, D.C. Report No.—TERC-TR-85-6 Pub Date—Nov 85

Grant-NSF-DPE-8319155

Pub Date—Nov 85
Grant—NSF-DPE-8319155
Note—12p; Document contains several pages of marginal legibility. Paper submitted to the National Educational Computing Conference (7th, San Diego, CA, June 4-6, 1986).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—College Science, "Computer Oriented Programs, Computer Software, Elementary School Science, "Graphs, Higher Education, Intermediate Grades, "Material Development, Microcomputers, "Science Education, Science Instruction, "Skill Development Identifiers—"Computer Uses in Education, "Graphing (Mathematics), National Science Foundation, Science Education Research A promising new development in science educa-

Foundation, Science Education Research
A promising new development in science education is the use of microcomputer-based laboratory
tools that allow for student-directed data acquisition, display, and analysis. Microcomputer-based
laboratories (MBL) make use of inexpensive microcomputer-connected probes to measure such
physical quantities as temperature, position, and
various physiological indicators. This paper discusses the use of a MBL motion probe in a
sixth-grade classroom and in two college physics
courses at Tufts Univerity which are primarily decourses at Tufts Univerity which are primarily de-signed for humanists. The probe (developed from a sonic transducer used in Polaroid cameras) was used aonic transducer used in Polaroid cameras) was used in both settings to teach relationships among position, velocity, and acceleration of objects as a function of time by use of immediate (real-time) graphical representations shown on a computer screen. In both cases the motion of the students' own bodies was initially used to teach the concepts involved. Results of observations, written work, and examinations show substantial student understanding of motion and graphing. Preliminary observations indicate that the linking of concrete measurement of an actual physical system with the simultaneous production of the symbolic representation may be an effective way for students to learn to correctly interpret and produce graphs. (Author/JN)

Kapadia, Ramesh. Ed. Kyffin, Huw, Ed. Modelling for Schools/Colleges. South Bank Re-search Series in Mathematical/Computing Edu-cation 1. An External Paper. Polytechnic of the South Bank, London (England).

Dept. of Mathematical Sciences and Computing.

Note-107p.

Available from—Mr. M. Morgan, Dept. of Mathematical Sciences and Computing, Polytechnic of the South Bank, Borough Rd., London SE1 0AA, England (3.00 pounds).

Pub Type—Reports - Descriptive (141) — Guides
- Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*College Mathematics, Foreign Countries, Higher Education, \*Mathematical Models, Mathematics Education, \*Mathematics

Models, Mathematics Education, "Mathematics Instruction, Secondary Education, "Secondary School Mathematics, "Teaching Methods This document consists of seven chapters. The first chapter analyzes the modeling process and gives reasons for introducing a modeling approach in classrooms, arguing that students will develop more confident and positive attitudes toward mathematics. The next five chapters contain case studies, ematics. I ne next two chapters contain case studies, which focus, respectively on: whether it is more economical to rent or buy a television set; how pricing policy affects profit; how a rear window wiper should be positioned on an automobile to sweep the maximum area; the mathematics of the long jump; and public of these should about his between maximum area; the mathematics of the long jump; and which of three schools should be shut due to declining enrollments (by calculating traveling time by different modes of transportation). Each of these chapters includes: an introduction to the problem to be modeled, with prerequisites and the target age-range (and learning objectives, when applicable); list of assumptions on which the model is based; an influence diagram showing the relationship between factors; model development (which may consist of several parts); and a concluding section which draws out implications and gives ideas for further work. Assessment items are included for for further work. Assessment items are included for several models. The final chapter contains a list of models which could be used in the classroom together with a list of references and a bibliography.

ED 264 132

SE 046 295

Cheston, T. Stephen And Others
Social Sciences and Space Exploration: New Directions for University Instruction.

National Aeronautics and Space Administration,

Washington, D.C. Report No.—EP-192

Pub Date—Nov 84
Note—150p.; Color Photographs may not reproduce clearly.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington, DC 20402

DC 20402.
Pub Type— Reference Materials (130) — Guides Classroom - Teacher (052)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—Aerospace Education, \*College Science, \*Course Descriptors, Curriculum Developemce, "Course Descriptions, Curriculum Develop-ment, Economics, Higher Education, History, \*Interdisciplinary Approach, International Law, International Relations, Philosophy, Political Sci-ence, Psychology, Science Education, "Social Sci-ences, Sociology, "Space Exploration, "Space Sciences, Sociology, "Space Exploration, "Space Sciences, Sociology, "Space Exploration," Sciences

Identifiers-\*Space Shuttle

During the 1970s, efforts to teach and research the social science and humanities aspects of the space program were reintensified. A 1978 survey of faculty suggested the need for a single volume that united introductory material on the various social united introductory material on the various social science disciplines and the classroom experience of faculty already teaching in the field. This volume is the response to that need. It focuses primarily on the space shuttle era (1980s and 1990s) and is divided into four parts. Chapter one outlines characteristics and attributes of the shuttle and the technologies scheduled for transport to orbit. Chapter two is or-ganized into sections representing seven disciplines (economics, history, international law and relations, philosophy, political science, psychology, and sociology) which allow faculty to relate a specific disciology) which allow faculty to relate a specific discip-pline to space technology and to adapt space-related issues to the teaching of that discipline. Chapter three presents materials for teaching interdisciplin-ary courses and topics, including observations from instructors who have offered such courses, and in-rights from faculty who have analyzed space teasights from faculty who have analyzed space tech-

nologies in debate format. The last section contains notogies in debate format. Ine last section contains appendices with representative bibliographies, syllabi, and other materials (organized by discipline or interdisciplinary approach) which are most useful in curriculum development rather than for identifying teaching objectives. (JN)

SE 046 296 ED 264 153
Albrecht. Jean. Ed. Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected
Bibliography and Index, No. 64.
Minnesota Univ., St. Paul. Coll. of Forestry.
Pub Date—Sep 85

Pub Date—Sep 85
Note—143p.; Additional support provided by the
U.S. Department of Agriculture Forest Service
Research Division.

Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

(131) — Collected Works - Serials (022) EDRS Price - MF01/PC06 Plus Postage. Descriptors—Business, Conservation (Environ-ment), Economics, \*Forestry, \*Lumber Industry, \*Natural Resources, \*Publications, Resource Ma-terials, \*Social Science Research, \*Social Sci-

Provided in this document is a bibliography of selected literature addressing the interface between forestry and the social sciences. References include forestry and the social sciences. References include articles appearing in American and foreign professional journals, bibliographies, conference proceedings, and other types of publications. A subject-matter classification scheme (in outline format) is provided at the beginning of the document. Entries (numbered 2141 to 2948) are listed alphabetically by author according to the topics indicated in this scheme. Major topic areas include social sciences amplied to: (1) forestry at large (considering to: (1) forestry at large (considering to: (1) forestry at large (considering to: (2) forestry at large (considering to: (3) forestry at large (considering to: (3) forestry at large (considering to: (4) forestry at l in this scheme. Major topic areas include social sciences applied to: (1) forestry at large (considering forest resources, economic development, policy, and other areas); (2) forest management (including ownership options and considerations, and other areas); (3) production of forest goods and services (covering outdoor recreation, wilderness management, wildlife and fish, wood production, and other areas); and (4) forest industries (considering wood, using industries, other forest industries reasoned. wood-using industries, other forest industries, mar ket and trade, and transportation). Each entry includes citation number, author(s), title, source, year, and number of pages. In addition, if the publication is not in English, the language used is indicated. Brief annotations are provided for most entries. An author index is included. (JN)

SE 046 297 ED 264 134 A Guide to Curriculum Planning in Environmental Education. Bulletin No. 6094, Wisconsin State Dept. of Public Instruction, Madi-

Note—113p.; Photographs may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01/PC05 Plus Postage. Descriptors—\*Curriculum Development, \*Educa-

tional Strategies, Elementary Secondary Educa-tion, "Environmental Education, Instructional Improvement, "Interdisciplinary Approach, "State Curriculum Guides, Values Clarification Identifiers—"Environmental Education Programs,

\*Wisconsin
This guide is designed to provide assistance and support to school districts for the development of a comprehensive K-12 environmental education program. Emphasis is placed on the acquisition of knowledge, attitudes, and skills that would lead to responsible stewardship of the environment. Infuresponsible stewardship of the environment. Infusion of environmental topics into all curricular areas is recommended. Major sections include: (1) an introduction to environmental education curriculum development (presenting a rationale and goals); (2) fundamental principles of environmental education content (identifying basic elements of environmental literacy); (3) value development (discussing stages and strategies in value education); (4) teaching and learning approaches (addressing bath conting and learning approaches (addressing bath continued to the continued of the con stages and strategies in value education; (4) teaching and learning approaches (addressing both cognitive and affective domains); (5) the infusion process (explaining step-wise procedures for infusing environmental topics into the existing curriculum); (6) program development (with evaluation consideration). program development (with evaluation considerations); and (7) current issues (discussing controversial topics, computers, and equity factors). Appendice: include the Tulisia Declaration, a list of available resources, three sample infused units, and a list of perceived major threats to environmental quality. (ML)

SE 046 299 sser, Patricia E., Ed. Helgeson, Stanley L., Ed.

Investigations in Science Education. Volume 11,

Number 3.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date-85 Note—80p. Available

Available from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, 0H 43212 (U.S. subscription \$8.00; \$2.75 single copy). Journal Cit—Investigations in Science Education;

Pub Type — Collected Works - Serials (022) — Reports - Research (143) — Information Analyses (070)

(070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors.—\*Cognitive Development, \*Cognitive Style, \*Concept Formation, Elementary Secondary Education, Histories Feducation, \*Science Education, \*Science Instruction Identifiers—Cognitive Preference, \*Misconceptions, \*Science Education Research Abstracts and abstractors' critiques are presented for six studies dealing with concept formation and misconceptions and for five studies dealing with concept. The first six studies investigations.

misconceptions and for five studies dealing with cognitive development. The first six studies investigated: children's naive conceptions of the human body; students' understanding (or misunderstanding) of states of matter and density changes; the effect of an inquiry-oriented instructional design on the learning of selected biology concepts; children's conceptions of changes of state of water; the use of concept and Vee mapping strategies in junior high school science classrooms; and the effect of peer teaching on concept development. The next five studies investigated: interactions between learner characteristics and teaching strategies: the validity characteristics and teaching strategies; the validity of the cognitive preference constructs; relationships or the cognitive preference constructs; relationships between cognitive preferences and creativity; the effectiveness of chemistry instruction using manipu-lable materials and peer interaction; and the effects of instruction in service products. of instruction in native language and in a second language on children's cognitive development. Re-sponses to the critiques by the authors of two of the studies are included. (JN)

Blosser, Patricia E., Ed. Heigeson, Stanley L., Ed. Investigations in Science Education. Volume 11, Number 4.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date-85

Note—72p.
Available from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription \$8.00; \$2.75 single copy).
Journal Cit.—Investigations in Science Education;

v11 n4 1985

Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Information Analyses (070)

(070)

EDRS Price - MF0L/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Chemistry,

\*Cognitive Development, Elementary Secondary,
Education, Higher Education, \*Problem Solving,

\*Science Education, \*Student Attitudes,
Identifiers—\*Science Education Research

Presented are abstracts and abstractors' analyses
of four studies dealing with cognitive development.

Identifiers—"Science Education Research Presented are abstracts and abstractors' analyses of four studies dealing with cognitive development, four studies dealing with attitudes, and two studies dealing with problem-solving. The cognitive development studies are: "College Chemistry and Piaget: The Relationship of Aptitude and Achievement Measures" (David Bender and Louis Milakofaky); "Inducing Cognitive Growth in Concrete-Operational Students" (William Thomas and Douglas Grouws); "Effect of Using Analogies on Chemistry Achievement according to Piagetian Level" (Dorothy Gabel and Robert Sherwood); and "The Influence of Content Organization on Students' Cognitive Structure in Thermodynamics" (Marco Moreira and Carlos Santos). The attitude studies are: "Saudi Arabian Students' Chemistry Achievement and Science Attitudes Stemming from Lecture-Demonstration and Small Group Teaching Methods" (H. Harty and N. Al-Faleh); "Relation-ship between Perceived Levels of Classroom Individualization and Science-Related Attitudes' (Barry Fraser and William Butts), "A Survey of Interest in Science for Participants in a Junior Science and Humanities Symposium" (Jill Wright and Paul Hounshell); and "Do New Science Courses Improve Attitudes toward Science? A Study in Lesotho" (P. Towse), including the author's response to

this critique. The problem-solving studies are "Problem-Solving Strategies of Sixth-Grade Students Who are Superior Problem Solvers" (Alam Mandell) and "Proportional Reasoning and Rule-Governed Behavior with the Balance Beam" (D. Maloney). (JN)

SE 046 302 ED 264 137 Science, Technology, and Society. Block J. Scie Syllabus for Middle and Junior High Schoo New York State Education Dept., Albany.

New York State Education Dept., Science 2018
Pub Date—85
Pub Date—85
Rote—85p.; For Block G (Energy and Motion) see
ED 262 960; for Block F (Astronomy and Aerospace Science) see ED 262 458.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP0L/PC04 Plus Postage.

Course—Descriptions, \*Elementary

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Course Descriptons, Seliementary
School Science, Intermediate Grades, Junior
High Schools, "Science Activities, Science Education, Science Experiments, "Secondary School
Science, Technological Advancement, "Technological Literacy, "Technology
Identifiers—New York, "Science and Society
Listed in this syllabus are concepts and understandings in four areas dealing with science, technology and society: (1) relationship of science and technology; (2) the nature of technology; (3) the interaction of science, technology, and society; and (4) making decisions about technology. Included with these concepts and understandings are questions for students to answer, and when applicable, a tions for students to answer, and when applicable, a code to an activity presented in an appendix. Pro-gram objectives and performance criteria are pro-vided for each of the areas, as is a list of 23 science processes keyed to the activities. Four appendices are included. Appendix A contains the activities are included. Appendix A contains the activities (cross-referenced in the concept/understanding outline). All of the 56 activities (designed to assist students in attaining the program objectives) include a list of materials needed, procedures, and caude a list of materials needed, procedures, and discussion of results. Appendix B contains two readings. Appendix C contains excerpts from a National Science Teachers Association position statement "Science-Technology-Society: Science Education for the 1980s." Appendix D provides information about problems and problem-solving processes. (JN)

SE 046 303 SE U40 31
Problem Solving Challenge for Mathematics. 1985
Junior High School Curriculum.
Alberta Dept. of Education, Edmonton.

Pub Date-85

Pub Date—85
Note—57p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC03 Plus Pestage.
Descriptors—Junior High Schools, Mathematics
Education, "Mathematics Instruction, "Problem
Sets, "Problem Solving, "Secondary School
Mathematics, "Teaching Methods
Identifiers—"Alberta
This descriptor is designed to assist teachers in

This document is designed to assist teachers in helping students in further development of problem-solving skills. It consists of: a statement of purseem-solving skills. It consists of: a statement of purpose; an introduction (noting the place of problem-solving in junior high school mathematics curricula); a definition of problem-solving; a definition of problem-solving; a four-stage general framework for solving problems (which includes understanding the problem, developing a plan, carrying out the plan, and looking back); a list of strategies for each of the four stages; and ways to evaluate problem-solving. The major portion of the document consists of: (1) six sample problems which show how the strategies in the problem-solving model may be applied instructionally; (2) classroom problems, organized separately for grades 7, 8, and 9; (3) computer problems, which also use the steps in the four-stage model; and (4) challenge problems related to number systems, ratio and proportion, measurement, geometry, and algecausing proteins reased to number systems, ratio and proportion, measurement, geometry, and alge-bra. Answers to the problems are provided. A bibli-ography and (in appendices) a framework for multiple-choice tests and methods for evaluating problem-solving performance are included. (JN)

ED 264 139 SE 046 304 Invitation to Discover and to Understand = Invita-tion a Decouvrir et a Comprendre, Parks Canada (Quebec). La Mauricie National

Park.

Parx.

Pub Date—81

Note—198p.; The exploration map is a colored poster approximately 16x22 inches in size; it will not reproduce well in microfiche.

Language—English; French

Pub Type—Guides - Classroom - Teacher (052) — Multilingual/Bilingual Materials (171) EDRS Price - MF01/PC08 Plus Postage. Descriptors—Animals, Botany, "Ecology, "Elementary School Science, Elementary Secondary," EDRS Price - MPOL/PC08 Plus Postage.
Descriptors—Animals, Botany, "Ecology, "Elementary School Science, Elementary Secondary Education, Environmental Education, Forestry, Learning Activities, "Outdoor Activities, "Parks, "Science Activities, Science Education, "Secondary School Science, Trees Identifiers—Forests," Quebec
This four-part guide provides suggestions to help teachers and students get the maximum benefit from a visit to the La Mauricie National Park in Ouebec Province, Canada, The first part contains

Quebec Province, Canada. The first part contains introductory comments, program objectives, an overall view of the park (including its features and overall view of the park (including its features and services available), use of an appended exploration map, and information on preparing students for an outing to the park. The second part contains background information, pre-trip classroom activities, procedures, and follow-up activities for two park activities (an ecology game and a "forest raily"). The third part contains research exercises aimed at helping students enhance their discovery of the park. These exercises (which include objectives, materials needed pre- and post-trip (least-containts). park. These exercises (which include objectives, ma-terials needed, pre- and post-trip classroom activi-ties, and procedures) focus on: (1) recognizing a section of a forest environment; (2) intra-species competition among plants (density of a species of tree), using quadrat analysis; (3) the natural history of selected herbaceous plants and differences be-tween habitats; and (4) the fauna associated with forests. The last section contains reference materials (publications and magazines in French and English), annotated list of films, and addresses of various Canadian organizations offering products and/or services related to the environment. (JN)

ED 264 140

SE 046 305

Moore, Michael
Two Classroom Demonstrations of Statistical Con-Pub Date—85

Pub Date—85
Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Mathematics, Computer Simulation, \*Computer Software, \*Error of Measurement, Higher Education, High Schools, Mathematics Education, \*Mathematics Instruction, \*Sampling, Secondary School Mathematics, \*Statistics.

With the help of widely available microcomput-ers, it is possible to demonstrate certain statistical phenomena which students of statistics are usually expected to take on faith. Two demonstrations are described. In the first demonstration, three common types of sampling (simple random, biased, and strat-ified-random) are used to compare statistics with population parameters. In the second demonstrapopulation parameters. In the standard error of the mean is an imperfect estimate of an ideal population mean, and that it is actually the standard deviation of the distribution of the sample means. Suggestions are provided for the classroom use of these demonstrations and their variations. (Author)

ED 264 141 SE 046 306

Activities for Environmental Learning.
Pennsylvania State Dept. of Environmental Resources, Harrisburg. Bureau of State Parks.
Pub Date—Nov 84

Pub Date—Nov 84
Note—121p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—\*Ecology, Elementary Secondary Education, \*Environmental Education, Field Studies, Interdisciplinary Approach, \*Learning Activities, \*Outdoor Activities, \*Problem Solving, \*Science Activities, Science Education, Skill Development, Teaching Methods, Values Identifiers—Environmental Ethic, Pennsylvania This pre-school through grade 12 environmental ducation learning continuum was designed to help

Into pre-school through grade 12 environmental education learning continuum was designed to help educators with a systematic method which develops an environmental ethic among students. It consists of: (1) preschool through third-grade activities (which stress environmental awareness and sensitiv-(which stress entronmental awareness and sensitivity); (2) intermediate level activities (which give students a basic understanding of ecological principles and concepts governing the environment, and an introduction to problem-solving skills and environmental valuing); and (3) secondary activities (in which students apply environmental knowledge and problem-solving skills to identify, investigate, and offer solutions to environmental problems). Each activity lists unit concepts, objectives, materials needed, major concept(s) fostered, appropriate grade levels, time needed, and season(s), and provides the procedures and instructional strategies for the lead-up, field, and follow-up activities. Student materials are included when applicable. Also included is a matrix cross-referencing nine concept areas by grade level. The concept areas are: environmental awareness: energy: cycles: diversity: commental awareness: energy: cycles: diversity: commental awareness: mental awareness; energy; cycles; diversity; com-munity; interrelationships; adaptations; values; and problem-solving. (JN)

SE 046 311

Alternative Energy: A Guide to Free Information ors. Center for Renewable Resources, Washington, D.C.

Pub Date-Sep 85

Note—32p.

Available from—Center for Renewable Resources,
1001 Connecticut Ave., N.W., Suite 638, Washington, DC 20036 (\$4.00 nonmember, \$3.00 member).

Pub Type— Reference Materials - Bibliographi (131) — Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

Descriptors—"Alternative Energy Sources, Elementary Secondary Education, "Energy, "Energy Conservation, "Energy Education, Coothermal Energy, "Instructional Materials, "Resource Materials, Science Education, Solar Energy, Water, Wind Energy Identifiers—Biomass. \*Free Materials, Renewable

Resources

This guide was compiled to help teachers and stu-dents locate free educations I materials (both lessons and nontechnical background references) on renew and noncemmean ausaground reterences or renewable energy resources and energy conservation. The 214 entries are arranged by these topic areas: (1) energy efficiency and renewables; (2) biomass; (3) hydropower; (4) solar thermal energy; (2) photovoltaics; (6) geothermal energy; and (7) wind energy. Entries are grouped within these topic areas, when applicable, by such categories as background infor-mation, periodicals, or lessons. Each entry includes mation, periodicals, or lessons. Each entry includes a description, source, and a code to a grade level/subject area matrix. The seven subject areas are cross-referenced by grade levels (K-3, 4-6, 7-8, 9-12, and adult) in the matrix. Although all grade levels are featured, the majority of materials available are are featured, the majority of materials available are targeted for high school students and adults. A sepa-rate listing of all sources cited is also provided. It is recommended that these sources be contacted for additional materials available, since several of them offered too many publications to be included in this guide. (JN)

ED 264 143 Adetula, Lawal O. SE 046 313

The Effects of Language and Schooling on the Solution of Simple Word Problems by Nigerian Children. A Report from the Project Using the Microcomputer to Teach Problem-Solving Skills. Program Report 85-17. Wisconsin Center for Education Research, Madi-

son.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Nov 85
Grant—NIE-G-84-0008
Note—35p.
Pub Type— Reports - Research (143)

Note—35p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Addition, Cognitive Processes, Elementary Education, "Elementary School Mathematics, Mathematics Achievement, Mathematics Education, "Problem Solving, "Subtraction, "Word Problems (Mathematics)
Identifiers—"Mathematics Education Research, "Nilegia"

"Nigeria This cross-sectional study investigated the prob-lem-solving strategies used by schooled and un-schooled Nigerian children to solve simple addition and subtraction problems. The purpose of the study was to: (1) verify with Nigerian children, models of the knowledge and strategies underlying children's solutions to simple word problems; (2) test the influ-proc of children's native language on mathematics. solutions to simple word problems; (2) test the inti-ence of children's native language on mathematics performance; and (3) investigate the effects that schooling has on children's solutions of simple addi-tion and subtraction word problems. Individual clin-ical interviews were used to identify the strategies used by 48 Nigerian schooled children from grades 1 through 4 and 47 Nigerian unschooled children from ages 7- to 14-years-old to solve a broad range of addition and subtraction word problems. Results revealed that the performance of schooled and unschooled children was similar, although unschooled children was similar, although unschooled children sed the more advanced strategies at older ages than schooled children. As grade or age level increased, solution strategies obt groups of children moved from direct modeling strategies to number of facts learned, both at the recall level and derived from other number facts. Children performed significantly better when problems were presented in their native language than when they were presented in English. (Author/JN)

ED 264 144

Altmann, Antonin, Ed. Lipertona, Paula, Ed.

Didactics of Biology. Selected Bibliography for
1962. Paris I and II. Information Bulletin.

Charles Univ., Prague (Czechoslovakia). Central Liberton.

Note—84 Note—621p.; For related documents, see ED 238 688, ED 238 734 and ED 244 793. Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF03 Plus Postage, PC Not Avail-

(131)

EDRS Price - MF03 Plus Postage. PC Not Avallable from EDRS.

Descriptors—\*Biology, College Science, Geology, Higher Education, Instructional Materials, Science Activities, \*Science Curriculum, \*Science Education, Science History, \*Science Instruction, Science Materials, Science Teachers, Secondary Education, Secondary School Science, Teacher Education, \*Seconding Methods, Technology Selected articles on various aspects of biology seaching published in 1982 have been annotated in this two-part bibliography. Entries from 25 journals representing 12 countries are presented according to a topic area classification scheme listed in the table of contents. Countries represented include: Australia; Bulgaria; Czechoslovakia; Federal Republic; Great Britain; Hungary; Italy; Poland; Soviet Union; and the United States. The 15 general topic areas include: didactics of biology as a scientific discipline; history of biology; biology instruction; abroad; teaching /educational objectives; biology teaching at general education schools; gnoseological, psychological, and logical foundations of biology instruction; didactical principles in biology instruction; biology instruction; outcomes of biology instruction; biology in

ED 264 145

Chandler, William U.

Banishing Tobacce. Worldwatch Paper 68.

Worldwatch Inst., Washington, D.C.

Report No.—ISBN-0-916468-68-2

Pub Date—Jan 86

Note—53p.

Available from—Worldwatch Inst., 1776 Massachusetts Ave., N.W., Washington, DC 20036
(34.00).

(\$4.00).

chusetts Ave., N.W., Washington, DC 20036 (\$4.00).
Pub Type—Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, \*Cancer, \*Death, Drug Abuse, Drug Use, Foreign Countries, Performance Factors, Physical Health, Policy, \*Smoking, \*Tobacco, \*World Problems
This report focuses on topics and issues related to the global use of tobacco. It consists of an introduction and six major sections. These sections deal with: (1) the epidemic rate at which smoking is spreading, indicating that the global rate has grown nearly 75 percent over the past two decades and is growing at 2.1 percent per year, faster than world population growth; (2) health factors, indicating that lung cancer is predominantly a disease of smoking and showing the international correlation between cigarette consumption and lung cancer deaths after 20 years of smoking; (3) sidestream smoke (which wafts from a smoker's cigarette to an involuntary smoker) and its effects on others, indi-

cating that passive smoking has been correlated with lung cancer in nonsmoking spouses of smokers in more than 10 studies; (4) effects on children, indicating that in one United States survey, smokers gave birth to underweight babies twice as often as other women did; (5) antismoking efforts to date; and (6) stronger measures, such as banishing to bacco by prohibiting tobacco from workplaces and public buildings. Data tables are included when applicable, for example, on cigarette use in selected countries (1984), and smoking among United States males by educational level (1982). (JN)

## SO

ED 264 146 SO 016 Project S.E.E. (Sex Equity in Education); Audio SO 016 849

sual Resources.
California State Dept. of Education, Sacramento. Note—84
Note—49p.; Prepared under the direction of the Title IX Assistance Office.
Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, \*Audiovisual Aids, Elementary Secondary Education, Elimographies, Postsecondary Education, Resource Materials, \*Sex Discrimina-

tion
Intended for use by students, parents, and educators of students of all ages, this resource list provides an annotated guide to over 120 audiovisual resources that promote sex equity in education. Resources are listed alphabetically and by subject matter. A list of over 50 film distributors and their addresses is also included. Resources include the following: carousel slide shows, carousel slide shows with cassette tapes, cassette tapes, films, filmstrips with cassette tapes, mixed media kits, records, and videotapes. (LH)

SO 016 854 Lefever, Ernest W., Ed.
Reinvigorating Our Schools. A Challenge to Parents, Teachers, and Policymakers. Excerpts from Three Reports. Ethics and Public Policy Essay

58.
Ethics and Public Policy Center, Washington, DC.
Report No.—ISBN-0-89633-094-X
Pub Date—Apr 85
Note—55p.; The origin of this collection was the Annual American Legislative Exchange Council Conference for State Legislators (10th, Philadelphis, PA, September 1983).
Available from—Ethics and Public Policy Center, 1030 Fifteenth St., N.W., Washington, DC 20005 (\$4.00).

(\$4.00).
Pub Type— Collected Works - General (020) —
Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Citizenship Education, Democracy,
Discipline, Educational Change, Educational Improvement, "Educational Needs, Educational Objectives, "Educational Quality, Elementary Secondary Education, "Futures (of Society),

provement, "Educational Needs, Educational Objectives, "Educational Quality, Elementary Secondary Education, "Putures (of Society), "Moral Development, "Values Education Identifiers—Developing Character Transmitting Knowledge (ARL), Maryland Commission on Values Education, Nation At Risk (A)
Addressed to those responsible for educating the rising generation, this collection of excerpts from educational reports is designed to reflect and to encourage the recent emphasis on excellence and civic virtue in public schools. After a foreword by President Reagan, the publication presents an essay by William J. Bennett discussing "Authority, Discipline, Excellence." Brnest W. Lefever then discusses the results of the Maryland Commission on Values Education that formulated ten character objectives and eight related citizen objectives compatible with and supportive of the American democratic tradition. Specific recommendations from the report "A Nation at Risk" for enhancing excellence in public schools are provided. In 1984 an ad hoc group on their own initiative issued a statement in booklet form entitled "Developing Character, Transmitting Knowledge: Sustaining the Momentum for Reform in American Education." Principal recommendations from this report are provided. Appendices contain Richard Schifter's letter to the Maryland Attorney General and the Attorney General

eral's response and recommendations of the Mary-land Commission on Values in Education. Sugges-tions for further reading are provided. (RM)

ED 264 148 SO 016 855

ED 264 148 SO 016 855
Hamburg, David A.
Prejudice, Ethnocentrism, and Violence in an Age
of High Technology.
Carnegie Corp. of New York, N.Y.
Pub Date—85
Note—16p.; Reprinted from the 1984 Annual Report, Carnegie Corporation of New York.
Available from—Carnegie Corporation of New
York, 437 Madison Ave., New York, NY 10022
(free).

York, 437 Madison Ave., New York, NY 10022 (free).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Science Research, Children, "Conflict, "Conflict Resolution, Cultural Differences, Cultural Images, Elementary Secondary Education, "Sthnocentrism, Higher Education, Education, "Sthnocentrism, Higher Education, Intergroup Relations, International Relations, Research Needs, School Role, "Social Bias, "Technological Advancement, "Violence This essay provides an historical perspective on conflict and discusses the relationship of prejudice and ethnocentrism to intergroup conflict, prejudice and ethnocentrism to intergroup conflict, prejudice and conflict resolution in society. History is full of hateful and destructive indulgences based on religious, racial, and other prejudices. Intergroup behavior research shows that human beings have an extraordinary tendency to distinguish between "good" and "bad" people, between ingroups and outgroups. This sorting tendency is widespread and readily learned. Almost any sort of interaction within a group tends to promote ingroup favoritism. Efforts to make sure that young people do not acquire orientations of ethnocentrism and prejudice and become susceptible to violent solutions include providing conditions for the development of early self-esteem and for intimate and enduring interpersonal relationships. Clear guidelines for behavior should be established and coping strategies taught. In trying to resolve conflicts, we should think of ourselves as a single, interdependent species living on spaceship earth. Conflict prevention or resolution must be given a higher priority on the world's agenda. (RM)

ED 264 149 SO 016 878 Ed 204 AV Balmuth, Miriam Trends in Female Schooling and Literacy: England, 1500-1700.

1500-1700.
Pub Date—Nov 84
Note—23p.; Paper presented at the Annual Conference of the New York State Reading Association (18th, Kiamesha Lake, NY, November 7, 1984).
Pub Type—Historical Materials (060) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Comparative Education, \*Educational History, Educational Trends, Elementary Secondary Education, Equal Education, \*Females, Foreign Countries, Higher Education, Humanism, \*Literacy, Puritans, \*Sex Discrimination, \*Womens Education
Identifiers—Elizabeth I (England), \*England, Protestant Reformation, Seventeenth Century, Sixteenth Century

estant Reformation, Seventeenth Century, Sixteenth Century England is discussed. Prior to the 16th century, education for women had a religious focus. That picture was changed by three 16th century events: the rise of humanism, the Protestant Reformation, and the reign of Elizabeth I. Humanists recommended that the protest of the result of humanism, the Protestant Reformation, and the reign of Elizabeth I. Humanists recommended that women be given advanced education. Many Protestant reformers insisted on compulsory achooling for boys and girls. Elizabeth I fostered the scholarly values of both these groups. The idea of a broad classical education for upperclass women became an accepted idea. In addition, with the establishment of Protestantism in England in 1534, convent and church schools were closed and replaced with privately endowed grammar schools. By the 17th century, however, this grass roots schooling came into the hands of the Puritans. One effect was the disamination of Protestant values, resulting in more limitations piaced on all women. The Elizabethan ideal of a rich classical education for upperclass women was supplanted by an ideal of women in all classes becoming literate enough to read the Bible for themselves and perhaps to teach it to their children. The picture that emerges, therefore, of female education in 17th century England is a dismal one. A three page list of references concludes the report. (RM)

SO 016 881

ED 264 150 Voter Education and Selective Service Awareness Guide, Secondary Social Studies. Bulletin 1701 (Reprint).

Louisiana State Dept. of Education, Baton Rouge.

Pub Date—54

Note—61p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF0L/PC03 Plus Postage.

Descriptors—\*Citizenship Education, Citizc-aship Responsibility, \*Civics, Carriculum Guides, Democratic Values, Instructional Materials, Laws, Learning Activities, Political Attitudes, Secondary Education, Social Studies, Social Values, Student Attitudes, Units of Study, \*Voting, \*VU-size Placks\* Voting Rights

Identifiers

Designed to provide direction to secondary teach ers involved in citizenship education, this guide focuses on citizenship responsibility in electing public officials and on legal obligations of members of a officials and on legal obligations of members or a democratic society. The material is divided into nine sections. Introductory letters and acknowl-edgements are followed by a detailed curriculum guide containing two teaching units. The guide con-tains a rationale for teaching voter registration and awareness and selective service registration. For each unit, major civic concepts, a content outline, activities, and readings are tagged to major objectives. The remaining sections of the document contain a glossary, references, and an appendix. (LP)

ED 264 151 SO 016 882

A Fine Arts Survey. Bulletin 1737. na State Dept. of Education, Baton Rouge. Pub Date-84 Note 444p.

Note—4449.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Aesthetic Education, Art Education, Concerts, Course Content, Creative Art, Curriculum Guides, Dance, \*Dance Education, \*Drama, Educational Objectives, High Schools, Instructional Materials, Language, Learning Activities, Mass Media, Music, Music Activities, \*Music Education, Sympolism \*Visual Arts.

\*Music Education, Symbolism, \*Visual Arts
The objective of the fine arts survey course outlined in this guide is to give high school students an introduction to understanding the four arts (visual arts, music, dance, and drama), their relationships, and how they each touch our daily lives. The guide begins with an introduction that contains a survey test, discusses the course rationale, and lists instructest, discusses the course rationaic, and instalmatur-tional materials. The course is comprised of 10 units: I-The Arts in Our Lives, II-Language, Media, and Materials of the Visual Arts; III-Symbols and Images of Graphic Art; IV-Achieving Literacy in the Visual Arts; V-Art as Environment; VI-Discov-ering and Creating; VII-Materials of Music; ering and Creating; VII-Materials of Music; VIII-Form in Music; IX-Roots of American Popular Music; and X-Standard Concert Repertory. Inforprovided for the units includes focus, expected outcomes, background readings for teachers on the unit content, discussion/reaction topics, learning activities, words to recognize, teaching strategies, references and sample test questions. Throughout the course, students are involved in class discussions, are encouraged to actively partici-pate in the creative process, and are assisted in de-veloping their aesthetic sensitivity. (RM)

ED 264 152 SO 016 889

Thomas, Paul F.
Japan in the Provincial Educational Curricula of Canada.

Victoria Univ. (British Columbia).

Note-50p.; For related documents, see SO 016 890-891.

R90-891.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage,
Descriptors—\*Asian Studies, Comparative Education, Course Content, "Curriculum Design, "Curriculum Development, Curriculum Research,
Educational Research, Elementary Secondary
Education, Foreign Countries, "Social Studies
Identifiers—"Canada, "Japan
This paper presents findings of a study conducted
to identify where and how Japan is taught in the
Canadian social studies curriculum. Social studies
guidelines were obtained from the various provincial ministries of education in Canada and carefully

cial ministries of education in Canada and carefully scrutinized for treatment of Japan in the social stud-ies. Findings are presented through a series of seven

tables with brief annotations. The foci of the tables are as follows: specific indication of Japan studies in Canadian social studies, areas of possible integra-tion of Japanese content within the Canadian curriculum, proportion of existing courses devoted to treatment of Japan, titles of Japan-related courses, available resources for teaching about Japan, and a avaisable resources for teaching about apan, and a survey of Japan content by topic, grade, and prov-ince. A summary of findings indicates that treat-ment of Japan in the Canadian social studies curriculum varies substantially by province. In some provinces, study of Japan is mandated in junior high school world studies or high school world history on global issues courses. In other provinces, Japan is treated in elementary units on neighborhoods. In at least one province, study of Japan is not required at any level. Recommendations for where studies could be infused are provided. (LP)

SO 016 890

Thomas, Paul F.
Social Studies in the Japanese Elementary School.
British Columbia Teacher's Federation, Vancouver. Pub Date\_85

Note—10p.; Appended song lyrics may not reproduce clearly. For related documents, see SO 016 889-891

Journal Cit—Horizon; v23 n2 pp 21-27 Spr 1985 Pub Type— Journal Articles (080) — Reports - De-scriptive (141)

scriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, Community Relations, Comparative Education, Cultural Awareness, Curriculum Development, Economics Education, Elementary Education, Family Relationship, Foreign Countries, History, \*Student Attitudes, Teaching Methods, \*Values, \*Student Attitudes, Teaching Methods, \*Values Education, Work Attitudes
Identifiers—\*Japan
The most striking feature of the Japanese social

studies curriculum at the elementary level is its role as the instructor of Japanese national values and attitudes. The social studies curriculum has gone through four major revisions since World War II. In the most recent revision, in the early 1980's, the focus has been on instituting new teaching strategies aimilar to those emphasized in American schools in the 1960's: experiential learning, individualized instruction, and pupil-centered approaches. The principal themes for elementary social studies in Japan are: community, family, work ethic, the interrelationship of society and nature, community coopera-tion, economic development, and national cultural and social heritage. (LP)

ED 264 154 SO 016 891

Thomas, Paul F. Moral Education in the Schools of Japan, British Columbia Teacher's Federation, Vancouver. Pub Date-85 Note-6p.; For related documents, see SO 016

Journal Cit—Horizon; v23 n1 pp 17-19 Spr 1985 Pub Type— Journal Articles (080) — Reports - De-

scriptive (141)

acriptive (141)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Behavioral Objectives, Civics, Comparative Education, Curriculum Evelopment,
Elementary Education, Foreign Countries, Interdisciplinary Approach, Junior High Schools,
"Moral Development, "Moral Values, National Programs, Social Studies, "Social Values, Student Attitudes, "Values Education and Identifiers—Canada, "Japan Moral education, a primary component of Japanese Company of Comp

Moral education, a primary component of Japa-nese education, has no precise equivalent in Cana-dian education. The focus of moral education is dian education. The focus of moral education is development of personal attitudes and social values. The content of this discipline is a kind of secular humanism which has engendered in the postwar Japanese the values, attitudes, behaviors, and vir-tues that have propelled them into the 21st century without the social and political disruptions that have plagued other modernizing nations. Moral educa-tion is allotted 34 to 35 hours per school year in grades one through nine. Teachers receive national des one through nine. Teachers receive national guidelines for moral education. The many objectives for this discipline include respect for life, good man-ners, personal hygiene, individual freedom, respect for the advice of others, and rationality. Moral education is infused into such physical education activi-ties as kendo and karate, into student-teacher interaction, and into social studies. The teaching of moral education in Japan offers many valuable lasons for the Canadian educational system. (LP)

ED 264 155

SO 016 892

ED 204 155
Brown, David J.
The Meanings Assigned to Some Economic Term
A Case Study of Some 13-14 Year Old Pupil
Research Papers in Economics Education.
London Univ. (England). Inst. of Education.

Note-64p.; For other research papers, see ED 242 635, ED 237 381, ED 229 290. Photographs may not reproduce clearly.

Available from—University of London, Institute of Education, 20 Bedford Way, London, England

WCIH OAL

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160)

Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, Case Studies, \*Cognitive Development, Concept Formation, \*Concept Teaching, Consumer Economics, \*Economics Education, Educational Research, Foreign Countries, Junior High Schools, Vocabulary Development

A research study designed to measure understanding of economic terms among 13- and 14-year olds is summarized. For purposes of the study, two tests were constructed: a 10-item questionnaire focusing on definitions of words such as banking, production, costs, money, and wealth, and a compilation of drawings and photographs developed to reflect concrete images of economic con-cepts. The first questionnaire was administered to a om sample of 100 13- and 14-year olds in a South London school. Twenty follow-up interviews were conducted using the visual test. Results of the two tests were similar. Both showed perceptions among this age group that shopping was associated with need and with prices, that banks were seen strictly as savings institutions, and that wealth was seen in terms of income and money. There was lim-ited understanding of terms such as investment, cost, and living standards. Results indicate that some widely used economic terms are unfamiliar to children of this age and that the use of this terminol-ogy without careful introduction will make the sub-ject matter difficult to understand. (LP)

SO 016 894 ED 264 156

Massiah, Joycelin, Ed.
Women and the Family. Women in the Caribbean
Project, Volume 2.
University of the West Indies, Cave Hill (Barbados).

Inst. of Social and Economic Research. Pub Date-82

Note-182p.; For related volumes, see SO 016

Available from—Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados.
Pub Type— Collected Works - General (020) —
Reports - Descriptive (141) — Information Anal-

(070) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Rearing, Emotional Problems,

\*Family (Sociological Unit), Family Characteristics, Family Environment, \*Pamily Life, \*Females, Foreign Countries, Friendship, Heads of Households, Interpersonal Relationship, Mental Health, Models, Responsibility, \*Sex Role, Social Networks, Stress Variables

Identifiers—\*Caribbean

Identifiers—"Caribbean
One in a series of documents emanating from a
three-year project concerned with the role of
women in the English-speaking Caribbean, this collection of papers examines family life and the domestic domain. The overall objectives of the project are to establish in the region a data base for teach-ing, research, and planning purposes and to develop guidelines for a cohesive social policy that recog-nizes women's needs and draws on their skills and nizes women's needs and draws on their skills and talents for program planning and execution. Following an introduction, "Women and the Family in Caribbean Society" (Hermione McKenzie), the first paper, "The Realm of Female Familial Responsibility" (Victoria Durant-Gonzales), focuses on role ideals and role behavior of Caribbean women. The second paper, "Stresses Affecting Women and Their Families" (Jean Jackson), contains case studies exploring expositional transactions between Caribbean paper, was presented to the control of the control o iner Famines (Jean Jacason), contains case sus-ies exploring emotional transactions between Carib-bean women and their families. The third paper, "Women Who Head Households" (Joycelin Mas-siah), examines census and other information on household headship. The concluding paper, "Net-work Analysis: A Suggested Model for the Study of Women and the Family in the Caribbean" (Dorian Powell), outlines an analysis of women's networks of relationships. (RM)

ED 264 157 SO 016 895

Duncan, Neville O'Brien, Kenneth
Women and Politics in Barbados, 1948-1961.
Women is the Caribbean Project, Volume 3.
University of the West Indies, Cave Hill (Barbados).
Inst. of Social and Economic Research.

Pub Date—83 Note—83p.; For related volumes, see SO 016 894-898

894-898.

Available from—Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

asse from EDRS.

Descriptors—Citizen Participation, \*Females, Foreign Countries, Political Affiliation, Political Attitudes, Political Candidates, Political Power, \*Politics, \*Sex Role, Voting Identifiers—\*Barbados, \*Caribbean

\*Politics, \*Sex Role, Voting Identifiers—\*Barbados, \*Caribbean One in a series emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, this publication discusses female participation in politics in Barbados. Project objectives are to establish in the region a data base for teaching, research, and planning purposes and to develop guidelines for a cohesive social policy that recognizes women's needs and draws on their skills and talents for program planning and execution. Discussed are (1) female participation in local politics, (2) female participation in the Legislative Council, House of Assembly, and Senate, (3) female membership on statutory boards, commissions, and public corporations, (4) female partisan involvement in Barbados, and (5) women and electoral politics in Barbados from 1951 through 1981. In Barbados women still remain largely outside the ircle of formal political power interests and are yet to create a distinct political ideology. Appendices contain the names of women who served in the Barbados Legislative Council, Senate, and House of Assembly, 1951-1981. An interview with Hazeline Odessa Gittens is also included. (RM)

ED 264 158

Brother, Erna
Perceptions of Caribbean Women: Towards a Documentation of Stereotypes. Women in the Caribbean Project, Volume 4.
University of the West Indies, Cave Hill (Barbados).
Inst. of Social and Economic Research.

Pub Date-82

Note—80p.; For related volumes, see SO 016 894-898.

894-898.

Available from—Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Pins Postage. PC Not Available from EDRS.
Descriptors—\*Cultural Images, \*Fernales, Identiffication (Psychology), \*Role Perception, \*Sex Role, \*Sex Stereotypes, Social Cognition Identiffers—Barbados, \*Caribbean, Jamaica, Trinidad and Tobago
One of a series emanating from a three-year groject concerned with the role of women in the

One of a series emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, this publication discusses images, roles, and stereotypes of the Caribbean woman. The project's objectives are to establish in the region a data base for teaching, research, and planning purposes and to develop guidelines for a social policy that recognizes women's needs and draws on their skills and talents for program planning. To obtain data concerning percent meeds and draws on their skills and talents for program planning. To obtain data concerning perceptions of women, newspaper articles and statements of churchmen were analyzed. The publication is divided into three sections, dealing with Barbados, Jamaica, and Trinidad. For each of these territories images, stereotyping, and role performance of women in both pre- and post-independence eras are discussed. Cultural prescriptions for each color/racial group are examined and there is discussion as to whether the images presented can reasonably be performed by the women, given the roles culturally prescribed for them. Generally speaking, the 'guide to behavior' for women advanced by the image-makers in all three territories is that of a person whose purpose is derived from the existence of another, such as husband, father, or extended family.

ED 264 159 SO 016 897

ED 204 199
Massiah, Joycelin, Ed.
Wemen and Education, Wemen in the Caribbean
Project, Volume 5,
University of the West Indies, Cave Hill (Barbados).

Inst. of Social and Economic Research Pub Date-82

-96p.; For related volumes, see SO 016 894-898 Available from—Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados. Pub Type—Reports - Descriptive (141) — Informa-

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDIKS.

Descriptors—\*Comparative Education, Educational Attainment, Educational Experience, \*Educational History, Educational Trends,
Elementary Secondary Education, \*Females,
Foreign Countries, Higher Education, Sex Discrimination, \*Sex Role, Trend Analysis, \*Womens Education

Identifiers-Barbados, \*Caribbean, Trinidad and

Identifiers—Barbados, "Caribbean, Trinidad and Tobago
One of a series emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, these papers discuss the history of Caribbean women's education. The project's objectives are to establish a data base for teaching, research, and planning purposes and to develop guidelines for a social policy that recognizes women's needs and draws on their skills and talents for program planning. The first paper presented is the "Official Ideology and the Education of Women in the English-Speaking Caribbean, 1835-1945, with Special Reference to Barbados" (Joyce Cole). Education in the British West Indian colonies was patterned on British education. It was (Joyce Cole). Education in the British West Indian colonies was patterned on British education. It was believed that woman's place was in the home. This false ideology led to inferior provisions being made for the education of girls as compared to boys. The second paper, "Educational Attainment of Women in Trinidad-Tobago 1946-1980" (Patricia Mohammed), analyzes the educational achievements of women in the post-World War II era. Girls were found to perform better than boys on the Cambridge GCE 'O' Level Exam and to be in the majority up to this level. The trend is, however, reversed for tertiary and higher education, where more males for tertiary and higher education, where more males than females were enrolled. (RM)

ED 264 160 SO 016 898
Gill, Margaret Massiah, Joycelin
Women, Work and Development. Women in the
Caribbean Project, Volume 6.
University of the West Indies, Cave Hill (Barbados).

Inst. of Social and Economic Research

Pub Date 84

Note-149p.; For related volumes, see SO 016 894-897. Available from—Institute of Social and Economic Research, University of the West Indies, P.O. Box

64, Bridgetown, Barbados.
Pub Type—Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Avail-

tion Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cultural Influences, "Economic Development, Economic Status, "Employed Women, "Employment, "Females, Foreign Countries, Models, Quality of Life, Sex Discrimination, "Sex Role, Social Class, Social Indicators Identifiers—Barbados, "Caribbean
One of a series emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, this publication examines women's work in the Caribbean. The project's purpose is to establish a data base for teaching, research, and planning purposes and to develop guidelines for a cohesive social policy that recognizes women's needs and draws on their skills and talents for program planning and execution. Following an introduction by Patricia Anderson, there are two papers. The first paper looks at "Woman, Work and Development: Barbados, 1946-1970" (Margaret Gill). Discussed is the question of the interrelation-ships between economic structures and cultural patterns, as they affect the status of women in the Caribbean and as they are themselves utilized by women in the attempt to improve their position. The second paper, "Indicators of Women in Development: A Preliminary Framework for the Caribbean"

(Joycelin Massiah), suggests the components of an integrated model of social indicators that can be used to assess the level of well-being of women in Caribbean societies. Quantitative data tables and references are provided. (RM)

ED 264 161 SO 016 944

Cook, Kay K.

Latin American Studies, ERIC Digest No. 19.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—Sep 85

Contract—400-83-0012

Note—40

Note-4p.

Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cross Cultural Studies, Cultural
Awareness, Educational Needs, Elementary Secondary Education, Foreign Countries, \*Latin
American Culture, Resource Materials, \*Social
Studies, Stereotypes, Teaching Methods
Identifiers—ERIC Digests, Fact Sheets, \*Latin
American

America
This ERIC Digest considers the present state of
teaching about Latin America in elementary and
secondary schools in the United States, the need
and rationale for Latin American studies, effective
approaches to teaching Latin American studies, and approaches to expellement textbooks that treat Latin America inadequately. Following an introductory section describing the incomplete or biased portrait of Latin America frequently presented in social studies textbooks and the media, four considerations for including more about Latin America in the curriculum are listed: (1) foreign policy-interna-tional controversies over the influence of other governments in the politics of Latin America need analysis and examination; (2) physical proximity -Latin American countries are virtually next-door -Latin American countries are virtually next-door neighbors, with close political, commercial, and cul-tural interactions with the United States extending over many years, (3) the American heritage-Latin American culture and the Spanish language are part of the American heritage, exerting early and con-tinuing influence on the southwestern region of the United States, and (4) negative stereotyping-it is well documented that Hispanic-Americans in gen-eral suffer from explicit negative stereotypins. The eral suffer from explicit negative stereotyping. eral sourcer from explicit negative stereotyping. The world history course is recommended as an especially fertile ground for introducing a Latin American perspective into a study of world events. Classroom strategies and suggestions for a separate Latin American studies course are followed by information on sources of materials and a list of resources of M. sources. (LH)

ED 264 162 SO 016 945 ooperative Learning in Social Studies Education: What Does the Research Say? ERIC Digest No.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 85
Contract—400-83-0012

Contract—406-83-0012
Note—4p.; Excerpted from: "Research on Social Studies Curriculum and Instruction: Interventions and Outcomes on the Socio-Moral Domain," by James S. Leming, In "Review of Research in Social Studies Education 1976-1983, NCSS Bulletin No. 75," edited by William B. Sunley (National Council for the Social Studies and Social Science Education Conserving).

Council for the Social Studies and Social Science Education Consortium).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, "Cooperation, Cultural Awareness, "Cultural Interrelationships, Elementary Secondary Education, Group Activities, Intergroup Relations, "Interpersonal Relationship, Learning Activities, "Prosocial Behavior, "Social Studies, Teamwork Identifiers—"Cooperative Learning, ERIC Digests, Fact Sheets

This ERIC Digest describes research findings.

This ERIC Digest describes research findings, mainly in elementary social studies classrooms, on the effects of cooperative learning on multicultural the effects of cooperative learning on mincultural awareness and cross-ethnic friendships, interpersonal relationships, and prosocial behavior. Research findings on cooperative techniques in the classroom are summarized as follows: compared with other methods, cooperative learning produces

greater academic learning, better intergroup rela-tions among black, white, and Hispanic students, enhanced self-esteem, and improved relationships between mainstreamed academically handicapped students and other students. Brief sections describ students and other students. Brief sections describing the positive effects of cooperative learning are followed by descriptions of three widely used approaches to cooperative learning: (1) Student Teams-Achievement Divisions (STAD)-a method in which students with widely varying academic abilities are assigned to four- or five-metaber teams; (2) the "ligsaw" method-in which students become "vernested" in a toric than mean in the other comments. 'experts" on a topic, then meet with other experts to study their assigned topic; and (3) the Group Investigation Model, which attempts to eliminate investigation Model, which attempts to eliminate competition entirely by involving cooperative group inquiry emphasizing data gathering by pupils, interpretation of information through group discussion, and synthesis of individual contributions into a group project. A list of references concludes the december of the document. (LH)

ED 264 163 SO 016 946

Zola, John Zola, Jaye
Peace and Nuclear War. ERIC Digest No. 21.

ERIC Clearinghouse for Social Studies/Social Sci-

ERIC Clearinghouse for Social Studies/Social Sci-ence Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012

Pub Type—Information Analyses - ERIC Informa-tion Analysis Products (071)

tion Analysis Products (UT)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Controversial Issues (Course Content), Disarmament, Educational Needs, Elementary Secondary Education, Guidelines, \*Nuclear Warfare, \*Peace, Public Education, Social Studies, War

Identifiers-ERIC Digests

Identifiers—Exit C Digests

This ERIC Digest examines the nature of peace
and nuclear war education, rationales for its inclusion in public school programs, and ways to deal
with the controversial nature of the topics. A diswith the controversal nature of the topics. A dis-tinction between peace education and nuclear war education is followed by a description of four basic themes offered as a rationale for peace and nuclear war education: peace and nuclear war education are appropriate content for developing capable, think-ing, competent young adults; peace and nuclear war-related content are highly relevant in today's world; openly addressing and confronting psych world; openly addressing an confronting psychological concerns of young people regarding nuclear war with information and appropriate pedagogy can help young people cope with these concerns; and by addressing peace and nuclear issues, teachers can prepare young adults for participation in the native control of the property of the pr prepare young adults for participation in the na-tion's democratic institutions by helping them make decisions regarding leaders and policy. Challenges for dealing with the controversial nature of peace and nuclear war education include (1) those teach-ing peace and nuclear war education must familiar-ize themselves with both the content and processes necessary for credibly teaching this information and must take great care in selecting only age-appropriate lessons; (2) the controversial nature of peace and nuclear war education must be recognized, confronted, and honestly addressed; and (3) advocates of peace and nuclear war education need to work diligently nationtly and cooperatively is beinging. diligently, patiently, and cooperatively in bringing about the changes they seek. A list of 15 related resources concludes the digest. (LH)

ED 264 164 Meredith, Sydney J. SO 016 947

Improvement in Geography Education. ERIC Di-gest No. 22.

ERIC Clearinghouse for Social Studies/Social Sci-ERIC Learninghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012

Note A.

Contract—400-83-0012
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Educational Improvement, "Educational Needs, Educational Research, Educational
Trends, Elementary Secondary Education, "Geography Instruction, "Knowledge Level, Teacher
Education
Ider-iffers—ERIC Digests
This ERIC Digest explores the need for improvement in geography education in the United States,

based on concern expressed by geography profes-sors across the United States and findings from a number of recent state, national, and international polls and studies showing that many students leave high school illiterate in geography. A section syn-thesizing the findings of six recent studies charac-terizing elementary and secondary students as illiterate in geography is followed by an examination of possible reasons for the problem. Positive steps to of possible reasons for the problem. Positive steps to improve geography education include the development of guidelines focusing on what should be taught in geography by the National Council for Geographic Education and the Association of American Geographers. Short- and long-term tasks to promote geography education include the development of grade-by-grade curriculum guidelines with activities; a network of people to serve as consultants in geography education; model workshops and materials for improving geography education; an information network in geography oducation; an information network in geography to share news about such things as new materials, notes on important reports, workshops, conferences, and professional training; the addition of a geographic component to admissions requirements at some colstonal training; the addition of a geographic component to admissions requirements at some col-leges; and the addition of geography as a required course in the high school curriculum. A list of 12 related resources concludes the digest. (LH)

SO 016 948 ED 264 165

Ed. 264 165 SC 016 948 Hendrikson, Leslie Library Cessorship. ERIC Digest No. 23, ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Cole.

Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Nov 85 Contract—400-83-0012

Contract
Note—40.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Freedom, \*\*Censorship,

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Academic Freedom, "Censorship,
Conservatism, Court Litigation, Elementary Secondary Education, Library Material Selection,
Public Schools, "School Libraries
Identifiers—ERIC Digests, Fact Sheets
This ERIC Digest synthesizes current attitudes on
library censorship in the public schools, as reflected
in state statutes and federal court cases. Separate
sections describe the rise of censorship, recent court sections describe the rise of censorship, recent court cases and incidents related to library censorship, who the censors are, what is being censored, a framework for academic freedom in schools, and a distinction between selection and censorship. Fol-lowing a discussion of the recent rise of censorship lowing a discussion of the recent rise of censorship in the nation's classrooms and school libraries, a comparison of the views of proponents of academic freedom and the views of proponents of censorship is offered. Recent court cases and incidents related to library censorship are offered as examples of the recent challenges coming from the conservative side of the political spectrum by leaders such as Phyllis Schiafly, Jerry Falwell, and Mel and Norma Gabler. Examples of the most frequent targets of protests Schiafly, Jerry Falwell, and Mel and Norma Gabler. Examples of the most frequent targets of protests are followed by a framework which librarians and other decision makers may use to maintain the right of academic freedom. This framework holds that educators may use methods, symbols, or materials (1) relevant to the subject matter being taught, (2) not in violation of valid laws, (3) compatible with current standards of decency, (4) reasonable for students' level of maturity, (5) intended for a legitimate educational purpose, and (6) unlikely to result in substantial disruption of school activities. A distinction between selection and censorship is made and the importance of sustaining a commitment to the concept of academic freedom is emphasized. (LH)

ED 264 166 SO 016 949 ED 264 166

Remy, Richard C. Woyach, Robert B.

Strengthening High School World Studies Courses, ERIC Digest No. 24.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov #5

Contract—400-83-0012

Note-4p.; For a related document, see ED 256 641.

641.
Pub Type—Information Analyses - ERIC Informa-tion Analysis Products (071)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Educational Improvement, Educa-tional Needs, Educational Objectives, \*Global Approach, High Schools, Social Studies, \*World

History
Identifiers—ERIC Digests, Fact Sheets
This ERIC Digest reports on the findings of a
1984 Wingspread Conference on Strengthening
High School World Studies Courses. The digest
considers key challenges that the course poses for
educators, the goals of the conference, long-term
efforts that have been initiated, activities recommended by conference participants that would provide practical help to local schools, and current
efforts to implement conference recommendations. refforts to implement conference recommendations. Challenges facing educational leaders as they stempt to strengthen their world studies courses include the fact that there is no universal approach for teaching "world studies," that there is no mechanism for educational leaders to identify and assess successful practices, and that there is a critical need to help teachers and administrators enhance their capacity to teach world studies. Conference goals are then outlined, followed by four activities recommended as a way of providing practical help to local schools: (1) the development of a handbook outlinschools: (1) the development of a handbook outlining and analyzing alternative conceptual approaches to high school world studies courses, (2)
the collection and dissemination of syllabi and other
appropriate descriptions of world studies courses
being taught in high schools across the nation, (3)
the development of model resources for developing
a global relations course, and (4) the strengthening
of preservice and inservice programs by focusing on
leadership and teacher preparation. A description of
two projects resulting from these recommendations
is followed by a list of nine related resources. (LH)

ED 264 167 Parisi, Lynn

SO 016 950

Computer Databases: Applications for the Social Studies. ERIC Digest No. 25.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Bub Data, Nov. 85.

Pub Date-Nov 85 Contract-400-83-0012 Note-4p.

Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, \*Computers, Computer Software, \*Potabases, Educational
Objectives, Elementary Secondary Education,
\*Information Retrieval, Information Systems,

ers, Computer Software, "Databases, Educational Objectives, Elementary Secondary Education," Information Retrieval, Information Systems, "Online Searching, Research Tools, Search Strategies, "Social Studies Identifiers—ERIC Digests, Fact Sheets This ERIC Digest examines the uses of databases in the social studies, including what a database is and how to use it, types of databases available for social studies classroom use, and the role this educational tool can play in achieving the goals and objectives of the social studies. A distinction between print and computerized database files and a simplified example of the use of Boolean logic in searching computer databases is provided. Two types of databases currently applicable in the social studies classroom, on-line databases and database software, are then examined. Listed are some of the on-line databases relevant as student research tools in the social studies, including The New York Times Information Service; America: History and Life; Historical Abstracts; Facts on File; Educational Resources Information Center (ERIC); and Magazine Index. Uses of database software are discussed and examples of commercially available database software programs are also provided. That database development and maintenance are fast becoming essential skills for effective citizenship participation is offered as a compelling rationale for incorporating his tool into social studies instruction. By creating and using databases, students develop research and organization skills. By searching databases, they learn to identify information needs, make problem statements, retrieve and soort information, and design strategies for organizing data. (LH)

ED 264 168
Robinson, John P. And Others
Public Participation in the Arts: Final Report on
the 1982 Survey.
Maryland Univ., College Park. Survey Research
Center.

Spons Agency—National Endowment for the Arts, Washington, D.C. Pub Date—Oct 85

Note-559p.; This edition supercedes ED 256 682. Data tables contain small print that may not re-

produce clearly.

produce clearly.

Pub Type—Reports - Research (143)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—\*Art Activities, "Citizen Participation, Comparative Analysis, "Museums, "Music, National Surveys, Social Science Research, "Theater Arts, "Visual Arts

More than 17,000 respondents from a representative sample of the population were interviewed by the Bureau of the Census during 1982 about their participation in arts activities. Separate national samples were collected during each month of the year. Ten major areas were addressed: (1) the size of the audience for the arts; (2) the relationship between attendance at live performances and recorded performances; (3) geographical variation; (4) demographic variation; (5) the impact of family background on participation; (6) the association between arts and non-arts activities; (7) the extent and nature of unmet needs; (8) reasons for not attending arts activities; (9) the relationship between amateur performance and attendance; and (10) the relationship between early introduction to the arts and later participation. Chapter 1 provides an introduction and background information. Chapter 2 details insup octween early introduction to the arts and later participation. Chapter 1 provides an introduction and background information. Chapter 2 details interview procedures and methodology. Chapter 3 examines the questions asked about participation at live performances of jazz, classical music, opera, musicals indust helites are sellected. live performances of jazz, classical music, opera, musicals, plays, ballets, art galleries, and museums, as well as questions about reading habits. Chapter 4 examines the methodology and gives a more detailed analysis of the questions considered in Chapter 3. Chapters 5 through 9 deal with the non-core survey questions. Chapter 10 is an overview of the project. Extensive appendices dealing with documentation, methodology, and a comparison with an earlier Harris poll survey are also included. (LH)

## SP

ED 264 169 SP 026 026

ED 264 169 SP 026 026 Johns, Kenneth W. Gee, Elsie W. Research Intervention Case Study. Reno, Nevada: Spring 1984. Far West Lab. for Educational Research and Development, San Francisco, Calif. Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Oct 84 Next 46th Association of the Applying Research

Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Oct 84
Note—40p.; An activity of the Applying Research in Teacher Education (ARTE)/Research Utilization in Elementary Teacher Education (RUETE) Project.
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Clasaroom Observation Techniques, \*Cooperating Teachers, \*Experiential Learning, Higher Education, \*Research Utilization, \*Role Models, \*Student Teachers, Teacher Behavior, Teacher Student Relationship Identifiers—Active Teaching Behaviors, Nevada This report details a research intervention plan designed to test the hypothesis that increases in student teacher use of Active Teacher Behaviors (ATB) need not rest upon intensive or even extensive training involving cooperating and student teachers. A review of literature on the best methods of effecting change in teaching behaviors so as to bring about effective instruction is presented, focusing upon the role of the cooperating teachers. The problem under investigation consisted of the following questions: given the association of a cooperating teacher strong in the use of ATB with a student teacher untrained in ATB, will the student internalize and manifest those behaviors without the intervention of an ATB observational instrument with stresses on the Active Teaching Behaviors? Similarly, will the use of the ATB in the student teacher associated with the cooperating teacher who is high in ATB? Conversely, given the association of a cooperating teacher untrained in ATB, will the student teacher untrained in ATB, will the student teacher untrained in ATB, will the use of the ATB observational instrument yield a higher level of the use of ATB in the student teacher who is high in ATB? Conversely, given the association of a cooperating teacher who is high in ATB? Conversely, given the association of a cooperating teacher on in the use of ATB behaviors with a student teacher untrained in ATB, will the use of the ATB observational instrument? The research procedure

SP 026 032 ED 264 170

ED 264 170 SP 026 032 Johnson, Clifford I. And Others
Cooperative Doctoral Programs Between Universities and Senior Colleges: Georgia's Solution for Cosserving Scarce Resources.
Pub Date—28 Feb 85
Note—12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985) 27-March 2, 1985).

27-March 2, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—°Colleges, °Cooperative Programs, \*Doctoral Programs, Higher Education, Needs Assessment, \*Program Design, Resource Allocation, \*Universities

Assessment, \*Program Design, Resource Allocation, \*Universities Identifiers—\*Georgia
Cooperative doctor of philosophy degree programs in educational administration and supervision have been developed between the College of Education at Georgia State University and three of the System's 14 senior colleges. Cooperating senior colleges are located in three different geographical sections of the state: Valdoats State College; Columbus College; and Augusta College. Cooperative doctoral programs are developed through the joint efforts of the administration and faculty at the university and senior college levels. A needs assessment is conducted at the senior college prior to a formal proposal. This document details the quality controls and the responsibilities of each cooperating university and senior institution. Included are specifics regarding needs assessment, admission procedures, advisory committees, faculty appointments, library resources, and funding necessary to successful implementation of the program. The senior college is responsible for providing course work in the cognate area. All departments in the senior college are asked to select from the courses submitted those courses deemed appropriate for student programs. courses deemed appropriate for student programs. The core area includes courses common to all doctoral students in education, including research, staistics, design, and computer science. A description is presented of residency requirements, financial resources and expenditures, and academic evaluation.

ED 264 171 SP 026 371

Sizer, Theodore R. Horace's Compromican High School, ise. The Dilemma of the Ameri-

can riigh School.

Spons Agency—National Association of Independent Schools, Boston, Mass. Commission on Educational Issues.; National Association of Secondary School Principals, Reston, Va. Report No.—ISBN-0-395-34423-9

Pub Date—84

Note—241p.; The first report from "A Study of High Schools." Available from—Houghton Mifflin Co., Two Park Street, Boston, MA 02108 (\$16.95).

Pub Type— Reports - Descriptive (141) — Books (010)

Pub Type— Reports - Descriptive (141) — Books (010)

Document Not Available from EDRS.
Descriptors—Classroom Techniques, "High Schools, High School Students, School Effectiveness, "Secondary School Teachers, Student Motivation, "Teacher Effectiveness, "Teacher Student Relationship, "Teaching (Occupation) Identifiers—Study of High Schools (A)

This book urges renewed public attention to the importance of teaching in high schools and to the complexity and subtlety of that craft. While our system of schools contains many consequential characteristics—for example, the subjects of the curriculum, the organization of programs for special groups—none is more important than who the teachers are and how they work. Without good teachers, sensibly deployed, schooling is barely worth the effort. This is especially true in secondary education, where rapidly developing young people first face complicated issues that require careful reasoning. High schools exist not merely to subject the pupils to brute training...but to develop their powers of thought, of taste, and of judgement. (Author)

ED 264 172

ED 264 172 Fink, Ariene Kosecoff, Jacqueline How To: Evaluate Education Progra Pub Date—80 SP 026 488 Pub Date—80 Note—164p. Available from-

Available from—Capitol Publications, Inc., 1300 N. 17th Street, Arlington, VA 22209 (\$39.95). Pub Type— Guides - Non-Classroom (055)

Document Resumes

Document Not Available from EDRS.
Descriptors—Criterion Referenced Tests, Data Analysis, Data Collection, "Evaluation Criteria, "Evaluation Methods, Needs Assessment," Program Evaluation, "Program Validation
This book presents a complished in September 1973 through the issue of December 1979 on the topic of evaluating educational programs. The subject is covered in the following chapters: (1) How to Choose a Test; (2) How to Rate and Compare Criterion-Referenced Tests; (3) How to Set Evaluation Standards; (4) How to Choose an Evaluation Design; (5) How to Collect Evaluation Information; (6) How to Validate Evaluation Instruments; (7) How to Analyze Data from Evaluations; (8) How to Manage an Evaluation; (10) How to Versiers of Set Program Works; (11) How to Find and Use Good Evaluation medics; (12) How to Collect Accurate Data in the Field; (13) How to Design Achievement Tests; (14) How to Construct Multiple Choice Items; (15) How American Institutes for Research Evaluation Evaluated Bilingual Programs; (16) How to Choose and Use Data Analysis Techniques; (17) How to Conduct a Needs Assessment; (19) How to Write an Evaluation Report; (20) How to Set Minimum Competency Standards; (21) How to Field Test and Validate a Program or Product; (22) How to Make Sense Out of Test Scores; (23) How to Evaluate Teaching; (25) How to Use Questionnaires; (26) How to Use Interviews; (27) How to Evaluate Teaching; (25) How to Plan an Evaluation You'll be Proud Of. (JD)

ED 264 173

SP 026 495

ED 264 173 SP 026 495

ED 264 173

Bell Gene E

A Hindsight Analysis of the National Agenda for Teacher Education Research for the 1980's. R&D Report No. 3193.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—26 Apr 84

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 26, 1984).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, Higher Education, Internship Programs, Program Effectiveness, "Research Needs, "Teacher Education, Teacher Education Programs

reacher Education Programs
A review is presented of the process and agenda
that were developed for research in teacher education for the first half of the 1980's. The purposes of
the agenda building effort are discussed and descriptions are offered of activities that took place and some of the results of the project. In discussing the overall conceptual framework which was developed to guide the 18 month agenda building process, it is pointed out that emphasis was placed upon viewing teacher education as occurring across a professional continuum as it is experienced by teachers, rather than disjointedly as it is organized institutionally. This continuum consists of preservice training and preparation, induction, and inservice education. Examples are given of teacher education topic areas in which research has been conducted, or further research is needed: (1) content of preservice education, induction, and inservice teacher education; (2) design and delivery of preservice, induction, and inservice teacher education; (3) strategies and cultural contexts of teacher education; (5) strategies and limitations of research for contributing to the tions are offered of activities that took place and and limitations of research for contributing to the development, design, and evaluation of the teacher education continuum; (6) present research perceptions of teachers and teacher educators as learners; and (7) how research findings can be shared and disseminated. Some recommendations are made for further research needs, and some readictions. further research needs, and some predictions are offered of possible changes in the field of teacher education and schooling. (JD)

ED 264 174 SP 026 498 Wisconsin Center for Education Research News. Summer 1984. Wisconsin Center for Education Research, Madi-

Pub Date-84

Note—13p.

Journal Cit—Wisconsin Center for Education Re-

Journal Cit—Wisconsin Center for Education Research News; Sum 1984
Pub Type—Reports—Evaluative (142)—Collected
Works—Serials (022)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—"Ability Grouping. "Academic
Achievement, Elementary Secondary Education,
Humanistic Education, Individual Development,
"Research Utilization, "Student Employment,
Theory Practice Relationship
This newsletter presents a critical view of some of
the perils of translating research findings into classroom practice without careful examination of the
human dimensions involved. The first issue discussed is ability grouping; it is pointed out that this

cussed is ability grouping; it is pointed out that this practice does not necessarily increase academic achievement, particularly in the lower level achieveactive ment groups. Another issue discussed is the potential threat to human development and dignity by too much emphasis on training in basics and insistance on academic excellence to the detriment of a sense of self-worth and interest in the broader societal of self-worth and interest in the broader societal values on the part of the student. The problem of the impact of students holding jobs outside of school on their classroom performance is considered, and several research findings on the topic are cited. A brief article warns researchers that reform proposals need healthy skepticism and awareness of the realities of the classroom. The final article discusses the risks involved in imposing instructional computers on teachers. (ID)

ED 264 175 SP 026 506

Burks, Mary Paxion
Requirements for Certification: For Elementary
Schools, Secondary Schools, Junior Colleges.
Teachers, Counselors, Librarians, Administrators. 50th Edition, 1985-86.
Report No.—ISBN-0-226-08104-4
Pub Date—85

teachers. (JD)

Pub Date—85
Note—234p.
Available from—The University of Chicago Press,
5801 S. Ellis Ave., Chicago, IL. 60637 (\$26.00).
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors—\*Administrator Qualifications,
\*Counselor Certification, Elementary Secondary
Education, \*Librarians, \*State Standards,
\*Teacher Certification, Two Year Colleges
Certification requirements are set forth for teachers, counselors, librarians, administrators, and other
school personnel in each of the states and the Dis-

ers, counserors, and other school personnel in each of the states and the Dis-trict of Columbia. It is suggested that students wish-ing more detailed information on their particular field, or on any subject not available in a digest such as this one, write to the State Department of Education in the capital city of the desired state. Recom mendations of regional and national associations and sources of information regarding teacher applications in the United States and its possessions territories are included. (JD)

SP 026 558 Seiferth, Berniece B. Samuel, Marie I. Cooperating Teachers: Why Not the Best? Pub Date—[84] Pub Date—100.
Note—10p.
Note—10p.
Reports - Research (143) Note—10p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cooperating Teachers, Feedback,
Higher Education, \*Preservice Teacher Education, Role Models, \*Student Teacher Attitudes,
\*Student Teachers, Teacher Behavior, Teacher
Characteristics, Teacher Effectiveness, \*Teacher
Student Relationship.

Student Relationship
At the conclusion of each student teaching semester, 50 student teachers enrolled at Southern Illinois University-Carbondale were asked to list positive and negative influences of their cooperating teachers. The study was conducted over a period of three years with three different sets of student teachers. Listings of the participants fell into three categories: interpersonal relationships, personality, and profes-sional ability or expertise of the cooperating teach-ers. Results indicated that student teachers want and need constant and on-going feedback given in a tactful and polite way. Negative criticisms as well as positive were acceptable. Student teachers left they did their best work when the teacher was they out their oest work when the teacher was friendly, accepting, understanding of the traums of student teaching, and exhibited confidence in the ability of the student teacher in various areas. It is suggested that pitfalls to be avoided by cooperating teachers with student teachers are failure to offer critiques or feedback, and failure to develop better relationships with their student teachers. (JD)

ED 264 177 SP 026 573 EM 409 171 SP 026 573 Fair, Martha H. And Others Athletics: Achieving Sex Equity Through Title IX. Participant Workhook. Colorado State Dept. of Education, Denver. Spons Agency—Department of Education, Washington Dept.

ington, DC

Pub Date—Oct 79 Contract—300-76-0456

Contract—300-76-0436 Note—36p; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews at the Re-source Center on Sex Roles in Education, Wash-

source Center on Sex Roises in Education, wasnington, DC. For related documents, see SP 026 575, SP 026 578, and SP 026 579.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors— \*Athletics, \*Change Strategies, Education of the Company of th

cational Legislation, Elementary Secondary Edu-cation, \*Equal Education, Program Implementation, \*Sex Fairness, Worksheets, Workshops
Identifiers—\*Title IX Education Amendments

This participant workbook is designed for use in This participant workbook is designed for use in workshops on achieving sex equity in athletic programs through Title IX of the Education Amendments of 1972. It contains worksheets on: (1) assessing Title IX implementation in athletic programs; (2) basic guidelines for competitive athletics. Title IX compliance; (3) athletics case examples; (4) athletics objectives for female and male students; (5) the film, "An Equal Chance through Title IX"; (6) creative for the programs assessment inventors; (7) creative for the programs assessment inventors; (8) creative for the programs assessment inventors; (9) creative for the programs assessme athletic programs assessment inventory; (7) creating a student interest survey; and (8) designing a ing a student interest survey, and (8) designing a student survey form. Five case studies involving problems faced by coaches and athletic staffs are presented. Appendices outline requirements of Title IX as they pertain to athletics, and provide sugges-tions on solutions to the problems illustrated by the case studies. (JD)

SP 026 575

Fair, Martha H. And Others Athletics: Achieving Sex Equity Through Title IX. Trainer Manual. Colorado State Dept. of Education, Denver. Spons Agency—Department of Education, Washington, DC.

Pub Date-Oct 79 Contract-300-76-0456

Contract—300-76-0456
Note—171p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, DC. For related documents, see SP 026 573, SP 026 578, and SP 026 579.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PCD? Plus Postage.
Descriptors—\*Athletics, Change Strategies, Educational Legislation, Elementary Secondary Education, \*Sex Fairness, \*Workshops Identifiers—\*Title IX Education Amendments 1972

1972 The Title IX/Sex Equity training model is designed to assist educational personnel in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in athletic programs. Workshop sessions are provided for administrators, instructional personprovided for administrators, instructional person-nel, counseling and pupil services personnel, physi-cal education and athletics staff, and community group members. Seasion outlines and materials are presented for worksheets on: (1) assessing Title Ix implementation in athletics programs; (2) the Ix and its implications; (3) assessing athletics program objectives; (4) developing a perspective for change; (5) images of sex-integrated programs; (6) alternatives for change; (7) action planning and sex equity; and (8) evaluation and summary. (JD)

ED 264 179 Fair, Martha H. And Others SP 026 578 Pair, Marina H. And Others
Physical Education: Implementing Sex Equity
Using Title IX. Participant Workbook.
Colorado State Dept. of Education, Denver.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Aug 79
Contract—300-76-0456

Note—88p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, DC. For related documents, see SP 026 573, SP 026 575, and SP 026 579.

573, SP 026 575, and SP 026 579.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Change Strategies, Educational Legislation, Elementary Secondary Education, \*Equal Education, \*Physical Education, Program Implementation, \*Sex Fairness, Worksheets, Workshops

Identifiers—\*Title IX Education Amendments 1972

1972
These worksheets are designed for use by participants in workshops on implementing sex equity in physical education programs. Subjects of the workshop sessions are: (1) assessing Title IX implementation in physical education programs; (2) basic guidelines for physical education Title IX compliance; (3) physical education case examples; (4) physical activity objectives for female and male students; (5) the film, "An Equal Chance through Title IX"." (6) physical education assessment investors. dents; (5) the film, "An Equal Chance through Title IX"; (6) physical education assessment inventory; (7) establishing action strategies and priorities; (8) physical education assessment inventory; (9) physical education program options and implications; (10) basic orientations to physical education programming; (11) scheduling of classes and facilities for physical education programs; (12) evaluation of physical education programs; (12) evaluation of physical education students; (13) developing a model for student physical education; (14) individual action plan; and (15) suggestions for action steps. Appendices include requirements of Title IX as they pertain to physical education, sample questions and answers related to Title IX, suggested answers to physical education case examples, and an analysis of the film, "An Equal Chance through Title IX." (JD)

ED 264 180 SP 026 579
Fair, Martha H. And Others
Physical Education: Implementing Sex Equity
Using Title IX. Trainer Manual.
Colorado State Dept. of Education, Denver.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Aug 79
Contract—300-76-0456
Note—192b.; Adapted/adopted from the materials

Contract—300-76-03-9
Note—192p; Adapted /adopted from the materials
prepared for the Council of Chief State School
Officers' Title IX Equity Workshop Project by
Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, DC. For related documents, see SP 026 573, SP 026 575, and SP 026 578.

573, SF 026 575, and SF 026 578.
Pub Type - Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Change Strategies, Educational Legislation, Elementary Secondary Education, \*Equal Education, \*Physical Education, \*Poram Development, \*Sex Fairness, \*Workshops Identifiers—\*Title IX Education Amendments

This trainer manual is for use by facilitators con ducting workshops on implementing sex equity in physical education programs. Workshops are pro-vided for administrators, instructional personnel, physical activities personnel, and community group physical activities personnel, and community group members. Outlines for each session give information on the activity agends, the purpose of the activity, materials needed, and facilitator preparation required. Session outlines are presented for workshops on: (1) assessing Title IX implementation in physical education programs; (2) the law and its implications; (3) assessing physical activity program objectives; (4) developing a perspective for change; (5) images of sex-integrated programs; (6) alternatives for change: secondary school; (7) alternatives for change: secondary school; (8) action planning for sex equity; and (9) evaluation and summary. (JD)

ED 264 181 SP 026 613 Bright, Larry K. And Others
Technology in Preparing Teachers for an Information Age.
Pub Date—Jul 85

Note—42p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Sciences, Curriculum Development, \*Educational Change, \*Educational Technology, Higher Education, \*Instructional Design, \*Preservice Teacher Education, Videodisc Recordings
Teacher education can be effectively transformed to prepare educators for the information age require the application of organization development processes and interactive learning technologies which bring the best results of behavioral and engineering sciences to refocus teacher education structures and methods of instruction. Two applications of science have profound implications when applied together in a process for change. The first-Organization Development Process-has grown from four decades of human behavioral research on the improvement of the structure and leadership of organizational behavior to produce significant growth in interdependent goal behavior. The second-interactive Videodisc Teaching-has resulted from engineering research which has achieved the capability to retain the human dimension in interactive videodisc software through linkage of the computer, video, audio, and instructional design. This paper reports the features of the change process, research results on formative change, and implications for American and international education. (Author/JD)

SP 026 660

Saunders, Robert L. Memphis State University's New Five-year Pro-gram For the Initial Preparation of Teachers. Pub Date—Mar 85

Pub Date—Mar vo.

Note—10p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Internship Programs, \*Preservice Teacher Education, \*Program Development, Program Length, Teacher Education Curriculum, \*Pleacher Education Programs Identifiers—\*Extended Programs, \*Memphis State\*

\*\*Internative TN

Identifiers—\*Extended Programs, \*Memphis State University TN
A description is presented of a new extended teacher education program at Memphis State University. Instituted in 1985, the program has four objectives: (1) to develop and implement an extended (five-year) program covering all areas of teacher preparation, with institutional recommendation for certification coming only after completion of the total program, which would terminate in the Master of Arts in Teaching (M.A.T.) degree; (2) existing graduate degree programs typically comthe Master of Arts in Teaching (M.A.T.) degree; (2) existing graduate degree programs typically completed by education practitioners will be redesigned to ensure that these programs visibly and clearly incorporate the standards of performance included in the Tennessee Career Ladder Plan for teachers, counselors, and administrators; (3) procedures and programs will be designed to increase the College's responsiveness to inservice needs of professional practitioners; and (4) the performance effectiveness of certificated educators having completed the new teacher education model will be ascertained through carefully designed research procedures. The centerpiece of the overall plan is the development of a five-year program for the initial preparation of teachers. A description is given of how the new program is being developed, the reasons for it, and several major benefits expected to accrue once it is in full operation. (JD)

ED 264 183

SP 026 695

Doyle, Walter
Content Representation in Teachers' Definitions of
Academic Work. R&D Report 6161.

Texas Univ., Austin. Research and Development
Center for Teacher Education.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Jun 85
Contract—NIE-G-83-0006, P1
Note—340.

Contract—NIE-G-83-0006, P1
Note—34p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MPDI/PC02 Plas Pastage.
Descriptors—\*Cognitive Processes, \*Course Content, \*Curriculum Design, Educational Objectives, \*Educational Research, \*Learning Strategies, \*Task Analysis, Teaching Methods
This paper presents an overview of research on academic tasks in the classroom and describes some of the themes that are emerging from studies in this area. The concept of "academic task" is defined along with problems associated with using this theoretical construct in classroom research. Three conceptions of how content should be represented to

illustrate dimensions of the problems of curriculum in the classroom are summarized. How content is represented in teachers' definitions of academic work are explored. The meaning of these data for classroom research and understanding problems of professional practice in teaching and teacher education are discussed. A three page list of references concludes the report. (DF)

ED 264 184

Miller, H. Bernard Scribner, Jay D.
Comparing an Old and New Model of Teacher Training: Some Leasons We've Learned.
Pub Date—[83]
Note—7p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Graduate Study, Higher Education, Internabip Programs, Mathematics Instruction, \*Program Design, Science Instruction, Teacher Certification, \*Teacher Education, Tegrams Internabile Training Programs Progra

Certification, "Teacher Education, "Teacher Education Programs
Identifiers—"Temple University PA
Two Temple University post-baccalaureate programs, each designed to serve different populations are described. The Intern Teaching Program for College Graduates (ITPCG) is designed for liberal arts and science graduates who wish to become teachers. ITPCG started in 1954 with two major programs to draw canable arts and acience graduates. arts and science graduates who wian to become teachers. ITPCG started in 1954 with two major purposes: to draw capable arts and science graduates into teaching and to meet the then shortage of teachers. The second program, Temple University's add-on certification program in mathematics and general science, was developed at the request of the School District of Philadelphia. The add-on program seeks certified teachers who wish to add mathematics or general science to their teaching credentials and has as its purpose to move teachers from overstaffed to underserved teaching areas. Though each has a different target population and a separate mission, the older program has influenced a number of programmatic decisions of the newer one. Major similarities and some differences between the programs are described, and a brief outline is offered of meaningful lessons learned from developing the programs. These may be applicable to fifth year and internship teacher training programs. (JD)

SP 026 715

ED 264 185 SP U26 713
Allain, Violet Anselmini
Career Stages of Teachers: Implications for Professional Development.
Pub Date—Apr 85
Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type - Speeches/Meeting Papers (150) - Re-

1985).
Pub Type— Speeches/ Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Development, Decision Making, "Inservice Teacher Education, "Professional Development, "Teaching (Occupation), Vocational Maturity
There is a trend to bring professional development of teachers, whether it be graduate college courses, district held workshops, or some other in-service programs, under closer scrutiny. This is a partial response to demands for accountability and the problems inherent with the "greying" of the teacher workforce. A growing body of research indicates that a teaching career has structure whereby teachers reflect different behaviors, knowledge, job skills, attitudes, and concerns at different points in their careers. The career of a teacher often follows a regular developmental pattern. Some of these research studies have revealed year phases which seem related to each teacher's development. Special attention needs to be given to the stages of a teaching career and how these levels can impact upon the type of professional development which will be most relevant to teachers. Three models for professional development are offered: the support model, the decision-making model, and the study model. (Author/JD)

SP 026 716

McIntire, Walter G. Pratt, Phillip A.
Characteristics of Freshmen Continuing and Leaving a Teacher Education Program at the End of Their First Year.
Pub Date—Mar 85
Note—181. Date—6

Note—18p.; Draft of a paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March

31-April 4, 1985).

31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Career Choice, "College Freshmen, "Education Majors, Higher Education, Personality Traits, "Preservice Teacher Education, School Holding Power, Student Attitudes, "Student Characteristics."

ity Traits, "Preservice Teacher Education, School Holding Power, Student Attitudes, "Student Characteristics
This study compared the characteristics of freshman teacher aspirants choosing to continue in or leave a teacher education program at the end of their first year. Personality characteristics of the freshmen (n=102) were assessed with the Personal Orientation Inventory which consists of 150 two-choice comparative value-judgment items reflecting the values and behaviors seen to be of importance in the development of the self-actualizing individual. Career maturity variables were assessed with the attitude and competence scales of the Career Maturity Inventory, comprised of scales on decisiveness, involvement, independence, orientation, and compromise. Demographic data, including father's and mother's educational level and occupational status, and motives for and influences on the the decision to become a teacher, were assessed with a locally-developed survey instrument. Results of the comparisons between "stayers" and "leavers" suggested that: stayers are less flexible, less sensitive to their own feelings and needs, and less able to develop warm interpersonal relationships with others than the leavers. Stayers also tended to be more other-directed and less acceptant of their own and others' anger than the leavers. The results appear to confirm previous research findings that persons attracted to teacher education programs possess personality characteristics distinguishing them from others. (JD) others. (JD)

ED 264 187 SP 026 717 Roth, Rita Adler, Susan Critical Inquiry in Teacher Preparation. Pub Date—85

Note—38p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985).

1985).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Critical Thinking, Higher Education, \*Inquiry, \*Preservice Teacher Education, \*Program Development, School Effectiveness, \*Teaching Methods
Identifiers—\*Rockhurst College MO

This name, is a case study of a recently reconcep-

Identifiers—"Rockhurst College MO
This paper is a case study of a recently reconceptualized teacher education program which has a critical inquiry base and an emphasis on "language across the curriculum." The paper describes the program's rationale, organization and practice along with a description of the ongoing process of program development. The goal of the Rockhurst College Teacher Education Program (Kansas City, Missour) is to prepare teachers who will be able to engage in critical inquiry through reflective action. It is hoped that Rockhurst graduates will teach with an awareness of alternatives for teaching practices and an awareness of the origins and consequences of an awareness of alternatives for teaching practices and an awareness of the origins and consequences of these alternatives. Moreover, they are being prepared with the skills necessary to select, organize and implement curriculum based on a considered and communicated rationale. This view of teaching and communicated rationale. This view of teaching involves making problematic students' taken-forgranted assumptions about schools, teaching, and learning as they develop the ability to analyze the schooling process. At the core of the program is the notion that teaching is dialogical and that language facility provides the means to achieve reflective action. (Author)

SP 026 718 ED 264 188

Swanson-Owens, Deborah
Identifying Natural Sources of Resistance: A Case
Study Analysis of Curriculum Implementation.
Pub Date—85

Note—85 Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

1985).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Adoption (Ideas), \*Program Implementation, Secondary Education, \*Teacher Attitudes, \*Teacher Response, Theory Practice

Frequently curriculum implementation procedures consist of little more than teachers receiving descriptions of subject matter, definitions of new or technical terminology, and/or outlines detailing the surface steps of an instructional process. This case study analysis of how two high school teachers adapted some new curriculum features into their courses at the instigation and with the collaboration of the author suggests that efforts to promote this kind of sharing do not guarantee that teachers can or will adopt new curriculum. Those in a position to develop, implement, and evaluate curricula need to pay close attention to the circumstances through which innovations are introduced. They also need to maximize the opportunities for exchange between outsiders and practitioners as both attempt to develop and evaluate what curricular innovations mean in various classrooms. Rather than look at mean in various classrooms. Rather than look at mean in various classrooms. Rather than look at teachers as passive transmitters of information, and new curriculum as a thing ready to elicit a certain type of adoption behavior, curriculum planners and evaluators need to build instructional scaffolds that accommodate individual differences. It is important that training procedures and information take into account the in-place conceptual networks or mean-ing systems that filter teachers' evaluations of curriculum. Evaluators need to use procedures that will help them to begin to incorporate teachers' perspec-tives into their assessments of teachers' adoption behavior. (JD)

ED 264 189 SP 026 719

Grimmett, Peter P.
A Proposal to Study the Effects of Supervisory
Intervention on the Classroom Teaching Perfor-

mance of Supervised ub Date-3 Apr 85 Pub Date—3 Apr 85 Note—18p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985). Prepared at the Centre for the Study of Teacher Education, University of British Colum-

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

(UV): EDRS Price - MP01/PC01 Plus Postage. Descriptors—Research Utilization, \*Staff Develop-ment, Supervisor Qualifications, \*Supervisory Methods, Teacher Improvement, \*Teacher Su-

ment, Supervisor Qualifications, "Supervisory Methods, Teacher Improvement, "Teacher Supervision

The proposed study will examine whether effective clinical supervision requires supervision

The proposed study will examine whether effective clinical supervision requires supervisors who practice certain strategies and procedures as they dialogue with supervisees in the conference, or whether the mere acquisition by supervisors and/or supervisees of research-verified knowledge about teaching and learning, e.g., the role of academic feedback in pupil learning, is sufficient to improve the classroom teaching of the supervisee. This "process" vis-a-vis "content" investigation will be examined in the light of the supervisor conceptual level. "Process" strategies and procedures have been identified only in high conceptual level supervisors. This study may demonstrate that these strategies are associated with a positive effect on superviser teaching. Where practicing supervisors are not using these strategies, they could be taught as a compensatory model for improving effects of supervisory intervention. It is suggested that "content" about teaching and learning in itself is associated with positive effects on superviser classroom teaching are found to be positive, the visability of supervisory intervention is questionable, and different organizational means to bring about improved classroom teaching should be sought. (Author/ID)

ED 264 190 SP 026 722

ED 264 190 SP 026 722 McKinley, Kenneth H. Meritt, Mary Teacher Professional Identity and Job-Leaving Inclination in Oklahoma.
Pub Date—4 Apr 85 Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

ub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Career Change, \*Faculty Mobility,
Job Satisfaction, \*Teacher Attitudes, \*Teaching

(Occupation)
Identifiers—\*Oklahoma

Identifiers—\*Oklahoma
A report is presented of a study made to identify those primary variables which account for the inclination of Oklahoma classroom teachers to leave the profession permanently. The survey questionnaire addressed the major intrinsic and extrinsic reasons addressed the major intrinsic and extrinsic reasons why teachers leave the profession. A sample was chosen from 213 independent and dependent school districts. The study provides data which clearly indicate that classroom teachers who leave teaching do so for a multiplicity of intrinsic reasons. Four do so for a multiplicity of intrinsic reasons. Four major reasons were given: (1) low salaries; (2) inadequate public financial support of the total education enterprise; (3) lack of public recognition of the teaching profession; and (4) not enough time to teach-too much time is spent on classroom discipline and interruptions. The major extrinsic reasons for leaving included: (2) movement out of the state; (2) employment in the noneducation sector; and (3) a return to "homemaking" full-time. Appended to the report are the Oklahoma Teacher Mobility Questionnaire and the interview questionnaire submitted to deans of education. (JD)

ED 264 191 SP 026 723 Rossetti, Rosemarie
Teacher Tolerance and Its Relationship to Teacher
Traits and Disciplinary Effectiveness. Pub Date-[85]

Note-49p.

Note—49p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Discipline, Personality Traits, Secondary Education, Secondary School Teachers, Student Behavior, Teacher Attitudes, "Teacher Characteristics, "Teacher Effectiveness," Teacher Response, Vocational Education
This study measured vocational high school teachers."

teachers' tolerance of disruptive behaviors and exteachers' tolerance of disruptive behaviors and ex-amined the relationships of teacher tolerance to se-lected teacher traits and disciplinary effectiveness ratings. Ratings were provided by the teachers, stu-dents, local supervisors and building directors. The population included 164 vocational high school population included 104 vocationals mig school teachers from two schools in western Ohio. The Teacher Reaction Profile was administered to teachers and their spouses or close friends. The Classroom Observation Checklist was used to measure frequency, bothersomeness and teacher tolerance of a specific list of classroom behaviors. A select group of teachers were observed in their class-rooms in order to authenticate the tolerance mearooms in order to authenticate the tolerance measures from the instruments. An analysis of finding presents the degree of relationship between: (1) teacher tolerance to life events and measures of disciplinary effectiveness; (2) teacher tolerance of misbehavior scores as perceived by teachers, and disciplinary effectiveness ratings of supervisors; of misbehavior scores as perceived by students, and disciplinary effectiveness ratings; (4) teacher demographic variables and teacher tolerance scores; and (5) teacher demographic variables and teacher tolerance scores; and (5) teacher demographic variables and disciplinary effectiveness ratings. The study data is displayed in 13 appended tables. (Author/JD)

ED 264 192

Zimpher, Nancy L. Loadman, William E.

A Documentation and Assessment System for Student and Program Development. ERIC Teacher Education Monograph No. 3.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Assessment

ington, D.c., Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.; Na-tional Inst. of Education (ED), Washington, D.C. Report No.—ISBN-0-89333-038-8

Pub Date—86 Contract—400-83-0022

Contract—400-83-0022
Note—133p.
Note—133p.
Available from—ERIC Clearinghouse on Teacher
Education, One Dupont Circle, NW, Suite 610,
Washington, DC. 20036 (\$8.50 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Higher
Education, \*\*Preservice\*

Descriptors—Higher Education, \*Preservice
Teacher Education, Program Development, \*Program Evaluation, \*Program Improvement, Teacher Education Curriculum, \*Teacher Education tion Programs -Evaluation Problems, Ohio State Uni-

This monograph grew out of an effort to develop

a new and comprehensive system for evaluation of teacher education programs at Ohio State University (OSU). The need for a more sophisticated evaluation system became apparent as it was noted that follow-up studies revealed that many graduates of the College of Education took their first jobs unequipped with many skills the curriculum was supposedly providing. Also, the system had no feedback loop which would enable the College to identify and correct student and program deficiencies. The monograph provides an overview of the literature on teacher education evaluation systems, and describes issues at OSU that can be generalized to other institutions. Descriptions are provided of the student and program evaluation system that has emerged at OSU, including its conceptual base, the components of the system, and its implementation process. The instrumentation used in the program is presented, as well as analyses of data produced from the system. Discussions are included on the implications drawn from the findings of the system, the bresented, as we as an analyses of data produced roots the system. Discussions are included on the implications drawn from the findings of the system, the proposed next steps in the system's development, and the significance of such a system to the improved effectiveness of the teacher education enterprise. It is believed that this system is replicable in whole or in part in many other settings, and special care is taken to explain the rationale, to provide many examples of forms and materials used, and to document the implementation process at each step of the way. Appendixes present: a hypothetical individual profile; the Freshman Early Experiencing Program (FEEP) exploration profile, 1982-83; an analysis of teacher candidate profile ratings, 1982-83; a summary of findings from a follow-up questionnaire, 1982-83; and elements, activities, and strategies for implementing an evaluation system. (JD)

SP 026 736

Saunders, Robert L.
The Preservice Education of Teachers
Pub Date—13 Jun 85

Pub Date—13 Jun 85
Note—24p.; Paper presented to the Forum on Teacher Education, Appalachia Educational Laboratory (Virginia Beach, VA, June 13, 1985). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Higher Education, Internahip Programs, \*Preservice Teacher Education, Program Effectiveness, \*Teacher Education Curriculum, \*Teacher Education Programs

Education Curriculum, "Teacher Education Programs
Three fundamental questions regarding preservice teacher education and hould do and what it should not be expected to do; (2) the important characteristics of programs needed to prepare teachers for effective teaching in the future; and (3) the basic ingredients in effective preservice programs. In discussing the role and function of preservice teacher education, it is pointed out that the goal of such education should be to prepare entry-level teachers who are well educated in a general sense, in possession of a strong in-depth grounding in a teaching field, and who have a good pedagogical grounding. An analysis is presented of the nature and composition of effective preservice preparation programs. The discussion of this topic focuses upon four major components of a sound preservice program: (1) general education /liberal studies; (2) undergirding disciplines/pre-professional studies; (3) academic specializations; and (4) professional (pedagogic) studies. Concluding remarks include a recommendation for extension of preservice education with a year of internahip. (JD)

SP 026 748 Ogietree, Earl J. Teachers' and Administrators' Opinion of Merit

Pay. Pub Date—[85] Note-24p.

Note—24p.

Note—24p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, Elementary Secondary Education, Evaluation Criteria,

Evaluation Problems, Incentives, \*Merit Pay,

\*Teacher Attitudes, Teacher Effectiveness,

\*Teacher Evaluation, \*Teacher Salaries

A survey sought to determine the opinions of Chicago and Illinois educators on merit pay for teachers. Some questions asked were:

administrators and teachers favor merit pay? (1)

What are their opinions of merit pay? (3) Can merit

pay be objectively awarded? (4) What type of merit pay system would be acceptable? (5) On what evaluation criteris should merit pay be based? (6) Who should be the evaluators? and (7) What should be the goal of merit pay evaluation—improvement of instruction or teacher retention? One hundred five questionnaires were returned by 80 teachers and 25 administrators from elementary and secondary schools. The results showed that the majority of teachers rejected the concept of merit pay and different merit pay schemes, while administrators favored merit pay achemes, while administrators favored merit pay repeated of the provided of responses to selected questions, and the findings are analyzed in light of previous research on the subject. A brief discussion is presented of the implications of the findings and suggestions are made on alternative ways to improve the schools, e.g., improve working conditions, smaller classes, higher salaries, discipline, parent participation. A summary of responses to the 44 item questionnaire is included. (JD)

SP 026 750

ED 264 195

SP 026 750

SP 026 750

Sullivan, Timothy J.

Educational Technologies: A Unified and Fluid Approach.
Pub Date—Jul 85

Note—Jp.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).

Pub Type—Speeches/ Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PO01 Plus Postage.

Descriptors—\*Course Content, \*Educational Technology, Higher Education, Holistic Approach, Instructional Materials, \*Preservice Teacher Education, \*Teacher Education Programs

The faculty of the University of Central Florida, College of Education, provides a holistic approach to the education at technologies. A required course for all education majors integrates all forms of educational media, including microprocessors, into a body of instruction and skill development. The course informs students on how to select from, and correctly use, current technologies in an educational setting. No computer programming is taught, though there is a special emphasis on software evaluation and word processing. Students develop technologies in relationship to classroom instruction and student learning; including interactive videodisks, input and storage devices. The course is designed to evolve with emerging educational technologies, climinating the need to design new courses of instruction or components of instruction (within courses) specific to each new emerging technology. This paper presents some facets of the course, its functioning, and its objectives. It also provides information sufficient for participants to use in discussing or developing similar courses in other settings. (JD)

ED 264 196 SP 026 756

Gardner, William E.

American Education: Implications from the Infor-

mation Age. Pub Date-Jul 85

Pub Date—Jul 85
Note—13p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Curriculum Development, Distance Education, \*Educational Change, \*Futures (of Society), Global Approach, Intercultural Communication, Lifelong Learning, Telecommunications.

tions
This paper considers the needs of future educational systems in an age of information. Characteristies of such systems are described and analyzed. An
information age educational system would stress the
big picture, be experimental, emphasize skills and big picture, be experimental, emphasize skills and tools of thought and action and extend throughout life. It would have alternative delivery systems utilizing cable, microwave, satellites, and low power TV. It would enhance school curricula in rural areas by using interaction video-telecommunications. It would develop distance learning systems involving in the same class or the same course such diverse groups as high school students, factory workers, prison inmates, and the general public. Any and all information technologies would be used as creatively as possible to change the way people teach and learn. (JC) ED 264 197 SP 026 758

Kooi, Sim Wong
Critical Information Needs in Developing a
Pre-Service Practicum Curricuum.
Pub Dates—Jul 85

Pre-Service Practicum Curricuum,
Pub Date—Jul 85
Note—14p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
Pub Type—Specches/Meeting Papers (150) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Literacy, \*Curriculum Development, Higher Education, \*Preservice Teacher Education, Program Effectiveness, Student Teachers, \*Teacher Education Programs, \*Theory Practice Relationship
At the Institute of Education in Singapore, two disjunctions in teacher preparation were identified. The first was the gap between theoretical knowledge propounded in teacher education programs and the experience of students in the practicum. The second was the gap between both the theoretical and experiential learning of the students and the real world of work undertaken by teachers in today's schools. A study of the work, "A new Basis for Teacher Education: The Practicum" (Turney, C. et al., 1985) provides recommendations vis-a-vis existing and future needs in teacher education. Thus, a new version of the practicum curriculum is emerging. In this of the practicum curriculum is emerging. In this process, there is also increased awareness of certain critical information needs. Therefore, concurrent critical information needs. Interetore, concurrent with the evolution of a practicum curriculum, preparations for enhancing the development of an infrastructure for securing the vital information needed for the total system changes as implied by a practicum curriculum are underway. This paper presents an outline of the factors upon which the curriculum will be based. (JD)

ED 264 198 SP 026 765 Sinlarat, Paitoc

Collaboration between Higher Education and the Private Sector: The Case of Thailand. Pub Date—Jul 85

Pub Date—Jul 85
Note—9p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
Pub Type—Speeches/ Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Educational Cooperation, \*Education Work Relationship, Foreign Countries, Higher Education, \*School Business Relationship Identifiers—\*Thailand
Thailand's higher education institutions, once largely involved with the education and training of

Identifiers—\*Thailand
Thailand's higher education institutions, once largely involved with the education and training of civil servants, have recently begun to seek collaboration with private sector institutions. This activity began when it was found that there was a limited number of government positions available, and increasing numbers of graduates needed to seek jobs in the private sector. Efforts at collaboration have had some problems due to the "ivory tower" concept, and because of the academic standards of university faculty members. However, many creative efforts to bring about innovative programs for cooperation among business, industry, and higher education among business, industry, and higher education have been successful. These activities have included: an educational development unit; a continuing education center; a specialized training center; an academic service center; and an academic network. The major difficulty in the collaborative efforts has been the differing objectives, expectations, and orientations of personnel from the university and from the private sector institutions. The report concludes that an exchange system, with educators taking part in private sector activities and with private sector personnel taking part in educational activities, will help to close the gap between the two areas. (CB)

SP 026 76 Smith, George N. Theede, Marcy P. New Horizons in Education Preparation Programs through Greater Partnerships with Business and Industry. Pub Date—Jul 85 Note.—12 - Per ED 264 199 SP 026 766

Note—12p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Higher Education, "Program Improvement, "School Business Relationship, Schools of Education, Teacher Education, "Teacher Education Programs, Teamwork A study was conducted at the Northern Arizona University to determine the necessary steps to improve the school's education programs. The basic conclusions of the study were: (1) Abolish the College of Education and replace it with the Center for Excellence in Education to facilitate interaction between the total university faculty, business and industry; (2) Implement the concept of a team leadership matrix whereby faculty expertise and community resources effectively contribute to the development and implementation of high quality educational programs and services; (3) Conduct a comprehensive review, overhaul and update of the curriculum and requirements for all educational programs; (4) Develop and implement a faculty development and leadership program, including an accountable faculty evaluation system; (5) Identify major forces affecting society and what modifications are necessary for our educational system to keep pace; and (6) Organize university, state, and national advisory councils to systematically work with the Center to implement educational reform and improvement processes. The radical change to a team leadership matrix was designed to decentralize educational preparation programs and develop a working relationship with public schools, business, and industry. The nucleus of the "partnershipa" approach is the statewide advisory council supplemented by a network of field centers. These centers will function analogously to an agricultural extension service in providing quality educational programs and services to rural, remote and unserved areas. (Author/JD)

areas. (Author/D)

ED 264 200

SP 026 767

Wood, Robert W.

The Bush Foundation and the University of South
Dakota: A Case Study of Public and Private
Sector Collaboration in Faculty Development.
Pub Date—Jul 85

Note—16p.; Paper presented at the World Assembly of the International Council on Education for
Teaching (32nd, Vancouver, British Columbia,
Canada, July 22-26, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Faculty Development, Grantsmanship, Higher Education, "Philanthropic Foundations, "Private Financial Support, Proposal
Writing

-\*Bush Foundation, University of South

Writing
Identifiers—"Bush Foundation, University of South
Dakota
The Bush Foundation Program at the University
of South Dakota supports faculty development activities which have as their goal the improvement of
undergraduate learning. The program is designed to
address the university's special concerns with respect to faculty development including the diversity
of its mission, its small size, and the remote location
of its campus. Any faculty member of the university
directly involved in undergraduate teaching is eligible to participate by presenting a proposal for faculty development in one of four categories:
educational experiences, research activities, curriculum improvement activities, and symposia. The
program provides mini-grants to individual faculty
members, symposia featuring visiting scholars, and
release time for curricular revisions. A description is
offered of the university's three year collaboration
with the Bush Foundation, and examples are given
of the types of activities with which faculty members have been involved. The paper also describes
steps in preparing the original proposal, administration and operation of the program, and evaluation
procedures and results. (CB)

ED 264 201

SP 026 768

ED 264 201 Bond, Eldon A. SP 026 768 Bond, Eldon A. Himmler, Arthur H. Microcomputer Adoption and Program Implem tations: Change Models and Change Agents. Pub Date—Jul 85

Pub Date—Jul 85
Note—18p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adoption (Ideas), Elementary Secondary Education, \*Instructional Innovation,

\*Microcomputers, \*Program Implementation, Teacher Attitudes
A field study was designed to explore the pro-cesses involved with the assimilation of computers into the K-12 instructional program in the state of Washinstee. The abuse assimilation patterns of washington. The study examined patterns of mi-crocomputer adoption and implementation in both rural and urban school districts. Specific research objectives were to describe: (1) actual computer objectives were to describe: (1) actual computer adoption processes; 2 actual computer implementation processes; and (3) the relationship of these two processes to theoretical models of educational innovation. Three theoretical models of the innovation process were examined: (1) research, development, and dissemination model; (2) social interaction model; and (3) problem solving model. Two invocators findings were that educators were nnerscuon mode; and (3) problem solving model. Two important findings were that educators were more concerned with the feasibility of the innovation than with its potential for improvement of instruction and that the implementation process itself tended to change the innovation. While the theoretical control of the problem of the prob tended to change the innovation. While the theoretical models were useful in understanding the change process, the models were more normative than descriptive. The report concludes by proposing seven additional research hypotheses for future research. (CB)

ED 264 202 SP 026 77
Cartwright, G. Phillip
Computer Assisted Instruction in Teacher Educations: A Full Length Course.
Pub Date—Jul 85 SP 026 770

Note-16p.; Paper presented at the World Assem-bly of the International Council on Education for

bly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Cost Effectiveness, \*Education Courses, Higher Education, \*Microcomputers, \*Preservice Teacher Education, Special Education Identifiers—Pennsylvania State University Pennsylvania State University Pennsylvania State University and an entire three-credit teacher education course which is affered completely by microcomputer. The

an entire three-credit teacher education course which is offered completely by microcomputer. The course is entitled "Educating Special Learnera." The modules use the Apple II series and the IBM PC series. Evaluation of the course, based on three criteria-cost efficiency, scademic achievement, and student acceptance-indicate that the program meets all goals of the teacher education program. In addition, the course has been used successfully at the University for the past two and one-half years. Approximately 48 institutions in the United States and Canada are already using this course or plan to implement it into their teacher education programs. A description is given of the course, and diagrams of the computer programming process are included. (CB)

ED 264 203 SP 026 772 Gebhardt, Richard F. Tweive Year Survey of Media Availability in Public Schools in Washington State. Pub Date—Jul 85

Pub Date—Jul 83
Note—22p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)—Tests/Questionnaires (160)

(160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Educational Media, Educational Resources, Educational Technology, Elementary Secondary Education, Resource Allocation, State Norms, Student Teacher Attitudes
Identifiers—Washington

Identifiers—Washington
A series of four questionnaires were mailed to schools in the state of Washington over a 12 year period to: (1) determine trends in media availability; (2) attempt to establish dats for projections of media availability in the near future; and (3) consider geographic regions according to different availability. The surveys included 76 items concerning hardware and software in addition to demographic information, and were sent to student teachers from Washington State University in 1971, 1976, 1981, and 1983. The scope of the surveys included all hardware from photographic copiers to television to dade/disaolve slide units to copy cameras. For the 1983 survey, computers were added in the survey items. Software items increasing in availability over

the survey period included transparency materials and thermal spirit masters. Software decreasing in availability included diazo materials, dry mount materials, and filmstrips. Reasonably strong increases were seen in hardware, including xerographic copiers, cassette recorder/players, and overhead projectors. Decreasing availability was seen for such hardware items as portable projection screens, red type recorders, and primary and regular typewriters. Projections are made for future directions of software and hardware educational media. The media ware and hardware educational media. The media questionnaire is appended. (CB)

SP 026 773 ED 264 204

Electronic Learning: Perspectives on Maintaining an Educational Relationship through Electronic

an Educational Relationality inrough Electronic Communication.

Pub Date—Jul 85

Note—23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—Academically Gifted, Computer Literacy, Foreign Countries, "Networks, Secondary Education, "Secondary School Students, "Student Attitudes, "Felecommunications Identifiers—Canada, "Electronic Mail Fifty gifted teenagers from across Canada, who were taught the Honeywell MULTICS "mail" and "forum" systems, were allowed free reign on an electronic communication system for several

"forum" systems, were allowed free reign on an electronic communication system for several months. This paper reports on the students' use of the system, and on some of the interesting and unusual events which occurred during the course of the experiment. Among the conclusions discussed are: (1) Electronic communication provided a value ble means for these gifted students to continue their interaction; (2) Several joint projects evolved showing the potential for working together at a distance; (3) Students enjoyed the experience; (4) Students developed a strong "brand loyalty" and resisted attempts to shift them over to other electronic communication systems; and (5) Students went to great lengths to maintain their electronic links, including buying computer equipment and paying long disbuying computer equipment and paying long dis-tance charges. The report concludes that future investigations should examine students' research databases. (CB)

ED 264 205 SP 026 774 Exhancing Educational Opportunity Using New Technology. Pub Date—Jul 85

Technology.

Pub Date—Jul 85

Note—17p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Distance Education, \*Educational Technology, Instructional Improvement, \*Program Development, \*Rural Education, Secondary Education

A new project, designed by educators in Minnesota, will develop, evaluate, and disseminate model procedures for integrating new information and communications technologies into precollege instruction in rural areas. Consorti of small rural schools using interactive telecommunications will serve as pilot sites for developing and assessing the effectiveness of different models. A motor coach supplied with information and communications technology equipment will serve as a portable classroom and demonstration site. It will offer educators access to new technologies on that their value in achieving goals of instruction can be assessed. As a result, educators will be able to determine the purposes of instruction before deciding how recent and expected developments in information and communications technologies can be used to achieve curricular goals. A presentation is made of the premises, intended outcomes, decision making processes, and activities of a project to guide educators in determining the appropriate use of new information and communications technologies to achieve goals, enhance quality, and provide equal educational opportunity for precollege students in rural areas. (Author/JD)

ED 264 206

SP 026 775

ouw, W. J. ideo-recorded Micro-teaching Situations and Their Contribution towards the Pre-Service Pro-fessional Training of Student Teachers for the Secondary School. ub Date—Jul 85

Pub Date Pub Date—Jul 85
Note—28p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).

Canada, July 22-26, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Evaluation Methods, Foreign Countries, Higher Education, "Microteaching, "Preservice Teacher Education, "Student Teacher Evaluation, Student Teacher, Videotage Recordings."

\*Preservice Teacher Education, \*Student Teacher Evaluation, Student Teaching, \*Videotape Recordings
Students in the Faculty of Education at the University of Pretoris have their student teaching performance assessed through the use of video-recorded micro-teaching situations. Three sources of video-teaching situations are used in the training of student teachers: (1) while teaching specific high school subjects; (2) senior teachers in their high school pupils or a group of peers. Along with the recording, student teachers submit a self assessment of their teaching performance, students' assessment of the classroom context. The student teachers and their supervisors review the videotape together to study in detail the planning and execution of the lesson, and they also make an analytical appraisal of the teaching. While this approach emphasizes to student teachers that they must meet an adequate level of competence in the profession, the approach also clearly considers the imprecise nature of the assessment of teaching. Students are initially apprehensive, but most appreciate the learning process involved with videotape recording. The report concludes that this approach offers a very useful method for stimulation of continuous professional development. Evaluation forms are appended. (CB) are appended. (CB)

SP 026 798 Report to the Profession. [Fourth Annual Special Report of the AACTE.] American Association of Colleges for Teacher Edu-cation, Washington, D.C. Pub Date—85 ED 264 207

cation, Washington, D.C.
Pub Date—85
Note—179.
Journal Cit—AACTE Briefs; v6 n6 Aut 1985
Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accreditation (Institutions), Admission Criteria, "Educational Innovation, Higher Education, "Institutional Characteristics, "Preservice Teacher Education, Program Development, "Schools of Education, Statewide Planning, "Teacher Education Programs
This fourth annual "Report to the Profession" about the institutional characteristics of the American Assocation of Colleges for Teacher Education members focuses on teacher education program requirements and selected program characteristics. With this report, the "Member Program Information System" is introduced. This offers brief descriptions of innovative programs at member institutions. The report concludes with a sketch of how and why the Assocation's Task Force on Research and Information is planning to meet the challenge of providing more accurate, more reliable information and data that can speak for the nation's schools, colleges, and departments of education. The report contains the following sections: (1) analysis by institutional type; (2) state profiles; (3) member programs; and (4) task force plan. (JD)

ED 264 208

SP 026 819

SP 026 819 ED 264 208 Faculty Development Practices in New Jersey Secondary and Post-Secondary Institutions. Pub Date—85

Pub Date—85
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Tables contain small print.
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, \*Faculty Development, \*Postsecondary Education, \*Private Schools, Program Effectiveness, \*Public Schools,

dentifiers—Centra (John), "New Jersey
A questionnaire developed by John Centra was
used in a nationwide survey done in 1975-76 to
collect data on faculty development practices. This
study used the same instrument to collect data on
New Jersey secondary and post-secondary, public
and private educational institutions. The data is
used to compare: (1) the 1983-84 New Jersey data
and the 1975-76 nationwide data collected by Centra; (2) secondary and post-secondary institutions.
Frequency of faculty development use is analyzed
by degree of perceived effectiveness. Tables summarize the following data collected from the survey: (1)
the percentage of respondents which have each of
the faculty development practices at their institutions, and the percentage which perceive them to be
effective; (2) the rate of use and effectiveness for
secondary and post-secondary institutions; (3) the effective; (2) the rate of use and effectiveness for secondary and post-secondary institutions; (3) the rates of use and effectiveness for private and public secondary institutions; (4) comparisons of the as-tionwide data with the New Jensey data; (5) com-parisons between secondary and post-secondary institutions by category; and (6) comparisons of public and private secondary institutions by cate-secy. (ID)

ED 264 209 SP 026 820

Allison, Clinton B.
The Education Professoriate: A Review of the Literature.

Literature, Pub Date—Apr 85 Note—17p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (69th, Chicago, IL, March 31-April 4, 1985).

1985).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academic Rank (Professional), College Faculty, "Educational Attitudes, Higher Education, "Professional Recognition, Social Attitudes, Teacher Education, "Teacher Educations, "Teacher Education, "Teacher Education,"

Attutues, Teacher Education, Teacher Educators
This review of literature on teacher educators
points out that much of the literature divides the
professoriate into two groups: those who see it as a
professional field. The professoriate has also been
classified into three categories based upon their traditional professional orientation: (1) disciplinists
—those who feed upon and sometimes contribute to
one of the social sciences (educational historians or
sociologists); (2) generalists—those whose field is educational matters, broadly conceived (professors of
curriculum, higher education, or educational administration); and (3) pedagogists—those concerned
with the transmission of pedagogical techniques and
materials (methods professors). Relations among
the three appear to be a somewhat uneasy alliance,
and the disciplinists tend to be the most respected
members of a low status group within academic cirand the disciplinate tend to be the most respected members of a low status group within academic cir-cles. Other writers have seen the professoriate as educators who see their job as a realistic attempt to develop valid professional knowledge and profes-sional technical culture suited to the needs of public school practitioners. A brief exploration is also made into literature on teacher educators in other countries (in particular the Soviet Union and Great Britain) and some similaries and differences in atti-tudes in these countries and the United States toward the professoriate are pointed out. (JD)

Pelland, Raymonde Huling-Austin, Leading New Reading Programs: A Business Education Application of Stages of Concern to Mediate Staff Development Efforts.

Pub Date—Apr 85

Mediate Start Development Efforts.
Pub Date—Apr 85
Note—12p.: Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

- Speeches/Meeting Papers (150) - Re-Pub Type

run 1ype— Speeches/ Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adoption (Ideas), \*Inservice
Teacher Education, \*Needs Assessment, \*Program Development, Staff Development, Teacher

gram Development, Sand Adoption Model, Participation Identifiers—\*Concerns Based Adoption Model, \*Stages of Concern about the Innovation As one means of serving their clients, Ginn and Co. made a commitment in the early 1980's to provide inservice workshops for teachers that more

closely related to customer needs. The vehicle for assessing these needs and ultimately designing appropriate inservice activities is Stages of Concern about the Innovation (SoC), one of the diagnostic dimensions of the Concerns-Based Adoption Model (CBAM). The CBAM was developed by researchers at the Research and Development Center for Teacher Education at the University of Texas at Austin from extensive study of the educational change process. Diagnosing teacher needs and providing relevant staff development activities is a major goal of the CBAM research. This paper provides an account of the efforts of Ginn and Co., in collaboration with the Texas R&D Center, to improve their means of facilitating teachers' use of Ginn reading programs through concerns-based inservice. The use of CBAM, and especially Stages of Concern, proved an important breakthrough to understanding the nature of teachers' needs and problems related to the use of new programs as well as ways to address these needs. (Author)

Cramond, Bonnie Martin, Charles E.
Inservice and Preservice Teachers' Attitudes
Toward the Academically Brilliant.
Pub Date—[85]

Pub Date—[85]
Note—37p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Academically Gifted, Athletics,
Higher Education, Peer Influence, Personality
Traits, Social Attitudes, "Student Attitudes, "Student Characteristics," "Teacher Attitudes
Attitudes toward the academically gifted were ex-

dent Characteristics, "Teacher Attitudes
Attitudes toward the academically gifted were examined in 83 experienced teachers and 100 juniors
and seniors enrolled in a teacher education program. Using a questionnaire developed by Tannenbaum (1962), the characteristics of athleticism,
diligence, and academic brilliance were examined as
they affected perceptions of hypothetical high
school students. Attitude correlates were defined as school students. Attitude correlates were centied as scholastic achievement, sex, and previous teaching experience of the rater. Results indicated that experienced teachers and future teachers, like high school students in Tannenbaum's study, viewed athleticism as the critical determinant of a person's titlibility. likability. A copy of the questionnaire is appended.
(Author/JD)

SP 026 833 SP 026 833
Good, Thomas L. Brophy, Jere E.
School Effects. Occasional Paper No. 77.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Jul 85
Contract—400-81-0014
Note—1009. Table Laws of Contract—400-81-0014 ED 264 212

Contract—400-81-0014
Note—109p.; Table I may not reproduce clearly.
Pub Type—information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—\*Academic Achievement, \*Educational Environment, Educational Objectives, Elementary Secondary Education, Improvement Programs, \*Research Needs, \*School Effective-

rograms, "Research Needs, "School Effectives ness."

This paper reviews the literature on school effects and school improvement. The literature reveals that some schools are much more effective than others at optimizing achievement and other student outcomes, and that schools judged successful by these criteria tend to have in common certain leadership, goal commitment, and school atmosphere factors that can form a basis for school improvement efforts, at least in urban schools. However, the available data base is very limited, suggesting the need for more extensive data on more aspects of schooling collected on a greater variety of schools, and the need for caution to avoid developing overly rigid or generalized prescriptions from the data that do exist. (Author)

E.D 264 213
Gray, Howard R., Ed. Averett, Claire H., Ed.
Perspectives on Aging: Death, Dying, Bereavement. Papers Presented at a Symposium (Provo,
Utah, April 12, 1985).
Brigham Young Univ., Provo, Utah.
Pub Date—Apr 85
Note—\$49.
Pub Type—Colleged Works, Provo. ED 264 213

Note—349.

Pub Type— Collected Works - Proceedings (021) —
Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Adult Day Care, \*Aging (Individu-

als), "Death, Gerontology, "Grief, "Health Services, Older Adults
This volume contains papers presented at a symposium on death, dying, and bereavement. Papers were presented on: (1) "A Psychologist in Hospice Care" (Clifford Morgan and Barbara McCann); (2) "Assessment of the Kubler-Ross Stages in Counseling" (G. Michael Averett and Claire H. Averett); (3) "Making the Road Less Lonely: Role of Volunteers in Hospice" (Pamela S. Jones); (4) "Bereavement and the Older Woman: A Model for Caregivers" (Carol Payne); (5) "A Younger Alzheimer's Spouse Speats Out" (Marjorie P. Westergard); (6) "An Evaluation of a Hospice Caregiver Service" (Mark de St. Aubin); (7) "So Long Sadie" (Michael L. Benedict); and (8) "Alzheimer's Special Care Units" (Ryan P. Thorn). (CB)

ED 264 214 SP 026 845 ED Zoe 214

SF U20 043

Kelly, Eugene W., Jr.

Enhancing the Teaching Profession.

Pub Date—10 Oct 85

Note—16p.; Keynote address presented to the Arkansas Education Association (Little Rock, AR, October 2) 1999.

Note—16p.; Keynote address presented to the Arkansas Education Association (Little Rock, AR, October 10, 1985).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plas Pestage.

Descriptors—Beginning Teachers, "Educational Improvement, "Parent School Relationship, "School Community Relationship, Teacher Certification, Teacher Education, "Teacher Effectiveness, "Teaching (Occupation)

Nine major thrusts and key issues in the improvement of education are cited: (1) attracting and enrolling high quality candidates into teacher preparation; (2) improving both the intellectual and experiential components of teacher education; (3) strengthening the accreditation and approval system for teacher education institutions; (4) establishing fair and rigorous licensing procedures, including esting, for entry into the teaching profession; (5) providing a strong and supportive system of expert supervision for beginning teachers; (6) uggrading teacher salaries to be competitive with comparable professions; (7) insuring for teachers working conditions conducive to personal and professional commitment and growth; (8) providing resources and opportunities for continuing professional development on the part of teachers, and (9) developing and strengthening a system of professional self-regulation in collaboration with administrators and under public authority. While the fifth and ninth items of this list are elaborated upon, it is also pointed out that the legitimate expectations of parents and citzens for learning and the legitimate requirements of this has are encorated upon, it is also pointed our that the legitimate expectations of parents and citizens for learning and the legitimate requirements of teachers for teaching are fundamentally in agreement. Close cooperation and partnership between teachers, parents, and the community is suggested as a basis for the successful improvement of schooling. (JD)

ED 264 215 SP 026 849 McDermott, Robert J. Gold, Robert S.
Gender Differences in Perception of Contraception
Alternatives by Never-Married College Stuons Agency-Southern Illinois Univ., Carbon-

-18 Apr 85 Pub Date

Pub Date—18 Apr 85
Note—17p.; Paper presented at the National Convention of the American Alliance for Health,
Physical Education, Recreation and Dance
(100th, Atlanta, GA, April 17-21, 1985). Light
print may affect legibility.
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MFDI/PCOI Plus Postage.
Descriptors—\*College Students, \*Contraception,
Higher Education, Sex Differences, \*Student Attitudes

rigner Education, sex Differences, "Student vitudes
A study examined the perceptions of college students regarding 10 contraceptive methods, including the condom, douche, oral contraceptive, withdrawal, diaphragm, female sterilization, and intrauterine device. A total of 285 females and 316 males responded to a questionnaire which had students rank each method in terms of positive and negative stributes. The form of contraception most acceptable to males and females was the oral contraceptive. The five choices most acceptable to males all required females to assume principal contraceptive. The five choices most acceptable method to females was male sterilization. Neither sex found condoms to be particularly acceptable. It is con-

cluded that the semantic differential scaling method cluded that the semantic differential scaning method used for this survey may be useful for assessing contraceptive acceptibility in high fertility groups, for identifying misconceptions about various birth control methods, and for developing appropriate educational goals and objectives with respect to contraception. (Author/CB)

EiD 264 216

Principles of Development of Model Health Care
Programmes. Report on a WHO Meeting.
(Turka, Finland, May 3-6, 1982). EURO Reports and Studies 96.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Report No.—ISBN-92-890-1262-5
Pub Date.—May 8-2

Report No.—ISBN-Pub Date—May 82

Note-49p. Note—49p. Language—English; French; German; Russian Pub Type—Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Cooperative Planning, Cost Effectiveness, Foreign Countries, Government Role,

\*Medical Services, \*Program Development, \*Public Health
Identifiers—\*Model Health Care Programs

Identifiers—"Model Health Care Programs
A report is given of the work of a group convened
by the World Health Organization (WHO) to address the issues related to the development of
Model Health Care Programs (MHCPs), and to apply the principles thus identified to the case of a
specific health problem—low back pain. A discussion specific health problem-low once pains of the principles of the development of MHCPs includes consideration of motivation for developing cudes consideration of motivation for developing the program, types of program models, the content of an MHCP, and criteria for selecting health prob-lems. The problem of low back pain is used as an example of a health issue that is responsive to the functions of an MHCP program at both local and national levels. Appended are descriptions of the Finnish model health care program project which was developed to deal with the problem of strokes. (JD)

ED 264 217 SP 026 901 ELF 209 AL I SP UZO 901 Klausmeir, Herbert J. And Others
The Renewal and Improvement of Secondary Education: Concepts and Practices.
Wisconsin Center for Education Research, Madi-

Spons Agency-National Inst. of Education (ED), Spons Agency—National Inst. of E Washington, DC. Report No.—ISBN-0-8191-3609-3 Pub Date—Jul 83 Grant—NIE-G-81-0009 Note—353p.

Available from--University Press of America, Inc. 4720 Boston Way, Lanham, MD 20706 (\$27.50 hard cover-ISBN-0-8191-3609-3; \$13.50 paper-

hard cover-table-0-191-3610-7).
Pub Type—Reports - Descriptive (141) — Books (010) — Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

Descriptors—\*Administrative Policy, \*Curriculum Development, \*Improvement Programs, Research Utilization, School Community Relationship, School Organization, \*Secondary Education, \*Student Needs, Teacher Education This book was written for use in university courses

and inservice programs directed toward the im-provement of secondary education. Part I contains provement of secondary education. Part I contains an introduction and overview of an improvement design, including descriptions of proposals that have been made for school improvement, and experiences of school practitioners in improvement programs. In part II, instruction, curriculum and evaluation of educational programs are discussed. Curriculum priorities are considered, with particular reference to the needs of the individual student. Part III offers discussions on administrative discussions. Part III offers discussions on administrative arrant in their successions on administrative arrangements and processes, organization for instruction and advising, and teacher-advisor programs. The final section suggests ways in which home, school, and community relations may be improved, and discusses the uses of research in developing school improvement programs. (JD)

ED 264 218 SP 026 905 LaConte, Ronald, Ed. Improving Teaching. A Conference Report.
Connecticut State Dept. of Education, Hartford.
Pub Date—85

Note—27p.; A summary report on a series of four statewide conferences sponsored by the Connecti-

cut State Department of Education in cooperation with the Regional Educational Services Centers and the University of Connecticut School of Edu-

cation.
Pub Type—Collected Works - Proceedings (021)—
Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Program Effectiveness, \*State Standards, Teacher Education Programs, \*Teacher Improvement, \*Teacher Qualifications, \*Teacher Recruitment, Teacher Salaries, \*Teacher Short-

age Identifiers—\*Connecticut

Identifiers—"Connecticut

This report summarizes and highlights what transpired during the four-part conference entitled "Improving Teaching." The purpose of the series was to bring together educational leaders to discuss questions relating to training, attracting, and retention of good teachers in Connecticut. The material is organized according to the conference topics and includes under each topic all pertinent datas, commentary, questions, etc. Each of the sessions featured a different national expert who had studied and written about the tonic under discussion. Condendary written about the tonic under discussion. Conand written about the topic under discussion. Con-ference topics were: (1) the coming crisis in teaching; (2) attracting the teachers needed for today's world; (3) prospects for the professionalization of teaching; and (4) a report on the Connecticut Gov-ernor's Commission on Educational Excellence and Equity. (JD)

SP 026 908 ED 264 219

Hock, Roger R.
Professional Burnout among Public School Teach-Professi

Pub Date-85

Note—59p.

Pub Type— Reports - Research (143) — Information Analyses (070) — Tests/Questionnaires (160)

(160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education,
Job Satisfaction, Psychological Characteristics,
\*Public School Teachers, Stress Management,
\*Stress Variables, \*Teacher Burnout, \*Teaching Conditions

By means of a literature review and teacher survey, the following key questions are addressed: (1) How widespread is the problem of professional burnout among public school teachers? (2) What are the professional characteristics of teachers who suffer from burnout? (3) In what ways do teachers dif-fer in the amount of job-related stress and disastisfaction they experience? (4) Is the process of burnout modified by teaching climate? What condi-tions promote burnout? Which reduce it? (5) What are the specific sources of stress and dissatisfaction which are associated with professional burnout among public school teachers? and (6) What are the most frequently cited effects of burnout? Responses to a questionnaire were received from 939 San Diego teachers. The survey instrument consisted of 66 items divided into five sections: (1) demographics; (2) teaching climate; (3) areas of stress or dissatisfaction commonly experienced by teachers on their jobs; (4) psychological effects—the level of burnout which the teacher experiences; and (5) physical effects. Responses are presented in tabular format with accompanying narrative analysis. Suggestions are made for future research. A copy of the survey questionnaire is appended. (JD)

ED 264 220 Gray, Howard, Ed.

Oray, Howara, Las.

Hatermountain Leisure Symposium Proceedings (6th, Logan, UT, November 7, 1985).

Spons Agency—Utah State Univ., Logan.

Pub Date—7 Nov 85

Note—109p.; Document contains small type.

Pub Type—Collected Works - Proceedings (021)— Reports - Descriptive (141)

EDRS Price - MF01/PC0S Plus Postage.
Descriptors—Family Life, Leisure Education, \*Leisure Time, \*Management Development, \*Parks, Physical Health, \*Recreational Activities, \*Rec-

reational Programs

Topics covered in this symposium included: (1) a perspective for seeking commercial sponsorships;
(2) developing an activity program that perpetuates
developmental skills; (3) emerging American lifesdevelopmentas stans, (3) emerging rathernal mes-yles: implications for park and recreation profes-sionals; (4) clinical hypnosis: a possible adjunct to therapeutic recreation; (5) impact fees for parks and recreation; (6) developing a family philosophy of recreation; (7) outdoor recreation leadership; (8) risk activities at St. Cloud State University; (9) acci-

dent reports-tools for sound management; (10) Utah youth opinions on marriage and the family; (11) curriculum evaluation for educators in recrea-(11) curriculum evaluation for educators in recreation and leisure services; (12) effective department administration; (13) public-commercial cooperation in recreation programs; (14) person-centered leisure services curricula; (15) five year follow-up of The Harborview Medical Center Rehabilitation Service Community Integration Program; (16) measuring astisfaction of National Outdoor Leadership School Students; (17) promoting health in the parks and recreation setting; (18) youth recreation leadership development and the Job Training Partnership Act; (19) fitness in America; (20) adventure games: safe (19) fitness in America; (20) adventure games: safe risk recreation; (21) managing our way to a preferred future; (22) pricing for recreation; (23) the effect of year-round school on leisure patterns and programs; (24) the cultural arts park at Fargo, North Dakota; (25) the role of computers in developing leisure programs; (26) visual educational technology; (27) therapeutic recreation programming for the head injured patient; and (28) practicum agencies and excellence (II). cies and excellence. (JD)

SP 026 918 ED 264 221

Leigh, Cindy Thompson, Brenda Staff Development: An Advisory Approach. Pub Date—Nov 85

Note—12p., Paper presented at the Annual Conference of The National Council of States on Inservice Education (Denver, CO, November, 1985). Pub Type—Speches/Meeting Papers (150) — Reports - Descriptive (141)

ports - Descriptive (141) EDRS Price - MF01/PC01 Plus Posts Descriptors—Administrator Role, Advisory Committees, \*College School Cooperation, \*Inservice

mittees, "College School Cooperation, "inservice Teacher Education, "Participative Decision Making, "Staff Development, "Teacher Participation The Advisory Model of Staff Development, developed in the Jackson (Mississippi) Public School System, consists of three primary components, each interacting with the others. The System-Wide Staff Development plan is prepared by a committee com-posed of teachers, administrators, school-board members and laypersons. This insures equity of staff development since information is presented in the same way to each staff in the district. The Personalized School Plan operates in three areas: (1) the staff writes a school improvement plan each year based on needs assessment; (2) teachers individually select objectives for their own growth and develop-ment; and (3) the principal and staff maintain the right to advance spontaneous issues or concerns.

The school principal, a university representative, and team leaders work together on the advisory and team leaders work together on the advisory program. With the university person acting as mentor, the advisors support and nurture all staff members and advance the staff development program. The university advisor performs the following services: (1) conducts staff development workshop sessions in conjunction with the principal; (2) provides sions in conjunction with the principal; (2) provides resources for classroom themes, projects, or personal growth topics; (3) conducts problem-solving conferences as requested by the principal or individual staff members; (4) establishes communication lines between teachers; and (5) gives in-class assistant ance as requested by teachers. Areas of overlap in these functions are discussed as they function to reinforce collegial sharing. (JD)

ED 264 222 SP 026 923

Doyle, Walter
Classroom Management and the Curriculum: A
Strategic Research Site. R&D Report 6162.
Texas Univ., Austin. Research and Development
Center for Teacher Education.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Jun 85
Contract—NIE-G-83-0006-P1
Note—330.

Note-33p. Available

-Communication

Available from—Communication Services, R&DCTE, EDA 3.203, The University of Texas at Austin, Austin, Tx 78712.

Pub Type—Information Analyses (070)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Classroom Techniques, Curriculum Development, \*Educational Objectives, \*Instructional Improvement, Learning Strategies, \*Research Needs, \*Teacher Effectiveness This paper defines a strategic site for research in classroom management, namely, the tension between management and curriculum. Programs of action in classrooms are defined both by the rules for social participation and the demands of academic

work. Academic work is directly involved in the work. Academic work is directly involved in the process of achieving classroom order, and can be shaped in basic ways by a teacher's management decisions. The research reviewed in this paper sugests that academic work can be swamped by the management function in teaching, and teachers can gests that accent work can be swamped by the management function in teaching, and teachers can become preoccupied with getting work accomplished rather than promoting student learning. When this happens, management limits students' opportunities to learn, even though engagement may be high. In such circumstances, a well-managed class would not be a high achieving class. At the same time, some challenging academic tasks are difficult to manage in classrooms. When such tasks are being used, the class may not score high on such management indicators as attention and engagement. Nevertheless, students are being afforded the chance to learn important aspects of the curriculum. Two implications of these considerations are discussed: (1) content needs to be included in studies of classroom management, and (2) resolving the tension between management and curriculum in classrooms may actually require a greater emphasis on management. A 10-page reference list is appended. (JD)

ED 264 223 Sall. Malkit S.

Computer Managed Instruction and Teacher Level Administration. Pub Date-12 Dec 84

SP 026 927

Pub Date—12 Dec 84
Note—24p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
Pub Type— Speeches/ Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Computer Managed Instruction, Individualized Instruction, "Microcomputers, "Program Evaluation, Recordkeeping, "Teacher Responsibility, Teaching Methods
The need for teacher level administrative tasks is identified. One solution offered is Computer Managed Instruction with a review of the literature and a model showing teacher, computer, and student

aged instruction with a review of the interature and a model showing teacher, computer, and student interaction. A chart of important criteria for evaluating Computer Managed Instructional Systems is supplied. After synthesizing conclusions, some recommendations are made along with future directions of Computer Managed Instruction. (A substantial bibliography concludes the paper.) (Author)

ED 264 224 SP 026 928

A Survey of Warren County Teachers concerning the Instructional Use of Microcomputers. Pub Date—21 Jun 85

Note—12p.; Paper presented at the Annual Computers in Education in Maryland Conference (4th, Baltimore, MD, June 21, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

ports - Research (143) EDRS Price - MF01/PC01 Plus Posts Descriptors—\*Computer Assisted Instruction, Elementary Secondary Education, Instructional Materials, \*Teacher Attitudes, Teaching Experience,

mentary Secondary Education, instructional materials, "Teacher Attitudes, Teaching Experience, Teaching Methods lidentifiers—"Pennsylvania (Warren County)

The purposes of this study were to determine if relationships existed between teachers' knowledge about, attitude toward, and willingness to use microcomputers for instruction; and to determine if differences existed in teachers' willingness to use microcomputers haved on teaching experience and microcomputers based on teaching experience and grade level and subjects taught. Results of the study were based on the analysis of microcomputer questionnaires completed by 219 teachers in the Warren County School District, Pennsylvania. The correlations between the study of the control of tions between knowledge, attitude, and willingness were statistically significant, as was the difference in were statistically significant, as was the difference in willingness to use microcomputers based upon teaching experience. Differences in willingness based on subject area and grade level were non-significant. The high correlation between attitude toward the instructional use of microcomputers and willingness to use microcomputer emphasizes the importance of attitudes when planning for implementation of computer use in the classroom. Providing workshops or intensive programs to allow viding workshops or intensive programs to alle teachers the opportunity to learn more about the instructional use of microcomputers was the major recommendation of this study. The questions used in the survey and statistical tables showing responses are appended. (Author/JD)

ED 264 225 SP 026 931 Brodbelt, Samuel Wall, Robert E.
Student-Teacher Socialization: Role Model Influ

Pub Date-Feb 85

rub Date—reb 83
Note—20p.; Paper presented at the Eastern Educational Research Association Conference (Virginia
Beach, VA, February 7-9, 1985).
Pub Type—Speches/Meeting Papers (150) — Reports - Research (143)

problem Speeches/Meeting Papers (130) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cooperating Teachers, Higher Education, Interpersonal Relationship, Preservice Teacher Education, \*Role Models, \*Student Teacher Attitudes, \*Student Teachers, \*Teacher Student Relationship

Role model selection by student teachers and their classroom supervising teachers, the influence of status, and circumstances and issues related to the selection were investigated. Of 200 questionnaires mailed to student teachers, 147 usable forms were returned; of 320 questionnaires mailed to supervising teachers, 223 were returned (70%), student teachers and supervising teachers included. dent teachers and supervising teachers include college professor, chairperson, colleagues, class-room teacher and other school administrators. Fifty percent of the student teachers indicated that their supervising teacher was the primary source of pro-fessional advice, personal friends were second, other student teachers were third, and the college supervisor was the fourth most common choice. In supervisor was the fourth most common conce. In contrast, supervising teachers reported their choices as colleagues, principal, and supervisor, ranked 1 to 3 respectively. The college supervisor was men-tioned least often. This study provides evidence of the need of teacher education programs to recog-nize the effect of role models upon the professional development and performance of teachers. (Au-thor/KM)

ED 264 226 Ratzlaff, Harold C. Grimmett, Peter P. SP 026 935

Ratlaff, Harold C. Grimmett, Peter P.
Role Expectations for the Three Positions in the
Student Teaching Triad.
Pub Date—4 Apr 85
Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4,

- Speeches/Meeting Papers (150) - Re-- Research (143)

ports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— Cooperating Teachers, Foreign
Countries, Higher Education, Preservice Teacher
Education, Role Conflict, Role Perception, Socialization, Student Teachers, Student Teacher
Supervisors, Teacher Behavior

Identifiers-British Columbia

The lack of clear consensus among cooperating achers and university advisors about expectations for the student teacher role ties in closely with the confusion that currently exists about the respective supervisory roles. Student teaching continues in many programs to be structured around the tradi-tional triad which has been characterized as lacking tional trad which has been characterized as facting clear agreement about the roles played by each member. This paper reports a Canadian replication of American (1964-1971) research seeking to clarify role expectations for the student teaching triad. Subjects were classroom teachers, students enrolled in a teacher training program at the University of British Columbia, and the university faculty who act as field advisors. Results of the study revealed that while the advisors in the American study felt that cooperating teachers should not inform student teachers of the aims and objectives of teaching in the district, the Canadian advisors strongly endorsed the expectation that cooperating teachers initiate student teachers into the ethos and context of the district in which the practice teaching takes place. These different responses appear to reflect the general intellectual, moral, and cultural climate of the times rather than differences between American and Canadian cultures. The implications for teaching and teacher education of those tendencies to move from a more liberal and critial-reflective university-based program to a field-based, practitio-ner supervised, on-the-job training as the preferred form of teacher socialization are pointed out. (ID)

ED 264 227 SP 026 9.

Gee, Elsie W. And Others
Synthesis of Research on Instructional Effectiveness in Elementary Schools. Applying Research to Teacher Education: Research Utilization in SP 026 937

Elementary Teacher Education Project,
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Jul 83
Contract—400-83-003
Note—28n; Eos related 4

Note—28p.; For related documents, see ED 240 073 and ED 242 664.

073 and ED 242 664.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, \*Classroom Techniques, Elementary Education, Grouping (Instructional Purposes), Preservice Teacher Education, \*Research Utilization, \*Teacher Behavior, \*Teacher Effectiveness, \*Time on Task
Identifiers—RUETE Study
This report contains the pyrithesis of Research on

Identifiers—RUETE Study
This report contains the synthesis of Research on
Instructional Effectiveness in Elementary Schools
(RUETE). The emphasis of the research fellows was
on large scale, classroom-based studies related to
student achievement. Current research in the areas
of active teaching behaviors, activity and task stucurres, and academic learning time is discussed. A
detailed description is provided of the design of the
two phases of the RUETE study. Following a brief
overview of research on teaching behaviors, key elements of research on activity structure in the classroom are described. These include: (1) content of
instruction; (2) group size and composition; (3) division; and (6) student control; (5) student evaluation; and (6) student advancement. A discussion is tion; and (6) student advancement. A discussion is also presented of research findings on academic learning time. References to the synthesized re-search studies are provided. (JD)

SP 026 939 ern Oregon Junior and Senior Brain Bowls. ED 264 228

Jackson County Education Service District, Med-

Jackson County Education Service District, Med-ford, Oreg.

Pub Date—[85]

Note—38p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academically Gifted, "Competition,

"Educational Games, Secondary Education
A description is given of the Junior High "Brain
Bowl", an academic competition based upon the
television format used in the "College Bowl". Two teams of six players each are asked questions by a moderator. The first team to answer correctly wins moderator. The first team to answer correctly wins two points. Incorrect answers result in a loss of a point. The game is played over a period of three to four months during which each team plays every other team in its division. A guide is presented on the elements of the game and includes descriptions of: (1) coordination and funding; (2) history of the game; (3) the information network responsible for coordinating the game; (4) sample questions; (5) game strategy; (6) selection of team members; (7) how the games are organized and conducted; (8) rules of play; (9) the role of the moderator; (10) directions for timekeepers; and (11) awards and redirections for timekeepers; and (11) awards and re-wards. Similar information is also provided for the Southern Oregon Senior High School "Brain Bowl" in an appendix of 11 pages. (JD)

SP 026 940 Walker, Rena M. Kleine, Paul F.
Constructs and Style Preferences of Student
Teachers.
Pub Date—Oct 85

Teachers.
Pub Date—Oct 85
Note—38p.; Paper presented at the Meeting of the Rocky Mountain Educational Research Association (Law Cruces, NM, October 23-25, 1985).
Pub Type—Speeches/Meeting Papers (130) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Cognitive Style, Higher Education, Learning Processes, Personality Traits, Preservice Teacher Education, Psychological Patterns, \*Student Teachers, Teacher Role, \*Teaching Styles Construct systems and style preferences of 30 student teachers were investigated before and after student teachers were investigated before and after student teachers were investigated before and after student teachers are the style of Concrete Sequential and Abstract Random. Constructs were elicited from students as they compared and contrasted different teacher role types (e.g., Best Teacher, Most Understanding). The "Planet" computer program (Shaw, 1982) was utilized to determine similar natterns and relationships "Planet" computer program (Shaw, 1982) was utilized to determine similar patterns and relationships that existed in the subjects' construct systems. As predicted, students whose style preference was

Concrete Sequential had a tendency to rate all the teachers with negative or positive characteristics the same on the repetitory grid. An analysis of the constructs revealed categories of: personal traits, teaching qualities, and techniques. Shifts in styles were found to have corresponding changes in underlying cognitive structures. Awareness of style types and constructures are the structure and further constructures. cognitive structures appears to need further re-search and consideration for inclusion in teacher education practices. (Author)

Basic Carriculum Content for Georgia's Public Schools. SP 026 942

Schools. Georgia State Dept. of Education, Atlanta. Pub Date—85 Note—55p. Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) EDRS Price - MF01/PC03 Plus Po

EDRS Price - MF01/PC03 Plus Postage. Descriptors—"Core Curriculum, Educational Improvement, Elementary Secondary Education, "Public Schools, Required Courses, State Curricu-

\*Public Schools, Required Courses, State Curriculum Guides, \*State Standards
Identifiers—\*Georgia
Outlines are presented of the basic curriculum
mandated for grades K-12 in the Georgia public
schools. Concepts to be mastered at each level are listed for: (1) mathematics; (2) language arts (writ insted for (1) materialists, 2) language atts (with ten and oral communication); (3) science; (4) social studies; (5) art; (6) music; (7) health and safety; and (8) physical education. At the secondary level for-nign languages, technology, traffic safety education, and vocational education are added. A media skills continuum to help educators plan for improved stu-dent skills in acquiring and processing information is appended. (JD)

ED 264 231 SP 026 94
Van Schoiak, Glen
Staff Development: The Educator's Change Process. Final Report of the Regional Study Award
Project.

Northwest Regional Educational Lab., Portland.

Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Nov 84 Contract—400-83-0005

Contract—400-83-0005
Note—43p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Change Strategies, \*Educational Research, Elementary Secondary Education, Program Improvement, \*Research Utilization, \*Staff Development

A report is given of a major study on effective staff development and its role in school improvement efforts. A review of research literature identified key process variables that foster effective staff de-velopment activities within successful school or district change efforts. Questions guiding the review of research included: (1) What processes (factors) were described and discussed in research studies on staff development and school improvement? (2) How were such factors significant in contributing to How were such factors significant in contributing to the effective change strategy? How was significance determined? (3) What staff development processes correlate with successful change efforts? (4) What factors from the research on effective schooling correlate with factors identified in research on organizational development? (5) What factors (across research bases) are identified as supportive of effective and lasting change in schools and programs? and (6) What application assumptions can be derived from the research-based factors (variables) identified? Appendices include samples of forms used in program evaluation, significant professional development findings, and guidelines for effective needs assessment. (JD)

SP 026 984 nggested Resource List. Wisconsin Nutrition Ed-ucation and Training Program, 4th Revised Edi-

Wisconsin State Dept. of Public Instruction, Madi-

Pub Date-Aug 85

Note-77p. Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Dietetics, Eating Habits, "Educational Resources, "Health Education, "Nutrition This resource list on nutrition is divided into 16 subject matter categories. References within each

category include information on intended audience, category include information on intended audience, type of media, title, date, author, publisher, price, and annotations. Subjects covered are: (1) athletics/physical fitness; (2) careers; (3) consumerism; (4) dental health; (5) diet/health and disease; (6) food economics and concerns; (7) food faddism and myths; (8) food preparation and activities (individual, family and classroom); (9) foods, general; (10) general nutrition; (11) life cycles; (12) nutrients; (13) physiology; (14) achool food service; (15) vegetarianism; and (16) weight control. There are address lists for sources of materials as well as conperative educational service agencies in Wisconcooperative educational service agencies in Wisconsin. A title index concludes the publication.

SP 026 987 ED 264 233 A Guide to Curriculum Planning in Health Educa-tion. Bulletin No. 6102. Wisconsin State Dept. of Public Instruction, Madi-

Pub Date

Pub Jate—5-8
Note—213p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—\*Curriculum Development, Educational Objectives, Elementary Secondary Education, \*Health Education, Physical Fitness, State Curriculum Guides

Identifiers-Wisconsis

Identifiers—Wisconsin
This curriculum guide is a resource book for designing a comprehensive health education curriculum for grades K-12. After an overview on the philosophy and goals of health education in the schools and a preview of the ten major content arschools and a preview of the ten major content areas, the following topics are covered: (1) accident
prevention and safety; (2) community health; (3)
consumer health; (4) environmental health; (5) family life education; (6) mental and emotional health;
(7) nutrition; (8) personal health; (9) prevention and
control of disease; (10) substance use and abuse;
(11) current and future issues; and (12) health careers in Wisconsin. Appended are: (1) role description for a health education coordinator; (2)
resources; (3) practical principles in effective use of
print materials; (4) checklist for evaluating a school
health education program; (5) Wisconsin statutes:
school health education; (6) certification requirements for health education; (6) certification requirements for health education teachers in Wisconsin: ments for health education teachers in Wisconsin; and (7) criteria for comprehensive school health education. (JD)

SP 026 998 ED 264 234

Bachman, John C An Annotated Bibliography of Experimental Re-search concerning Competitive Swimming. Pub Date—85

Note—151p. Available from le from-Macalester College Computer Ser-1600 Grand Ave., St. Paul, MN 55105 vice, 160 (\$10.00).

- Reference Materials - Bibliographies Pub Type-(131)

(131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—\*Biomechanics, \*Competition, \*Exercise Physiology, Physical Education, \*Sport Psychology, Stress Variables, \*Swimming This annotated bibliography has been compiled as a guide for the researcher of swimming in referring.

a game for the researcher of swimming in retermine to experimental studies in the physiological, me-chanical, psychological, and medical aspects of swimming. The studies have been briefly annotated to enable the reader to quickly determine the salient to enable the reader to quickly determine the salient points the authors made in their studies. The organi-zation of the material is listed alphabetically accord-ing to author under four categories: physiological, mechanical, psychological, and medical aspects of swimming. (JD)

ED 264 235 SP 027 040 Bloomquist, Lorraine E. Sports Medicine in China. Pub Date—85

Pub Date—85
Note—28p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Athletics, Chinese Culture, Cultural Trains, \*Exercise, \*Health Facilities, Lifetime Sports, \*Medical Services, \*Physical Education, Training Methods
Identifiers—Acupuncture, \*China, Liangong Exercises, \*Sports Medicine
This report on a visit to the People's Republic of China in April 1985 to explore methodology of sports science research, treatment of injuries, and role of sports in everyday life discusses the following topics: (1) introduction to China; (2) sports and

physical culture; (3) sports medicine and rehabilita-tion; (4) health factors; (5) cost of medical care; (6) salaries; (7) exercise; (8) liangong exercises; (9) sports medicine research; and (10) general cultural observations. (JD)

SP 027 059

ED 264 236 SP 027 05 Thiessen. Dennis Moorhead, Roslyn More Than Marks. What Teachers Say about Student Evaluation. Ontario Public School Teachers' Federation, Tor-

Pub Date-Nov 85

Note—50p. Available from-

vailable from—Ontario Public School Teachers' Federation, 1260 Bay Street, Toronto, Ontario, M5R 2B7 (\$6.00 Canadian).

M5R 2B7 (\$6.00 Canadian).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education,
Foreign Countries, Grading, Informal Assessment, Inservice Teacher Education, \*Student

Evaluation, \*Teacher Attitudes, \*Teacher Response, \*Teacher Student Relationship

Identifiers—\*Ontario

The first chapter of this monograph acts forth the

Identifiers—"Ontario
The first chapter of this monograph sets forth the central purpose of the reported study: "Why do teachers prefer to use particular practices in student evaluation," Chapter two explores the question:
"How should evaluation influence the learning of each student?" and defines three specific issues, quotes what some teachers say on each issue, com-pares how a teacher with an "interactive" orienta-tion would approach each issue in particular classroom situations with practices of a teacher with a "responsive" orientation, and summarizes those practices which best depict the resolution teachers from both orientations would follow. Chapter three repeats the same structure with the general issue, "What guidelines should govern the evaluation of students" The fourth chapter elaborates on how the teachers with an interactive orientation have some similarities with the teachers with a responsive ori-entation on what they do and do not emphasize, but differ on the meaning of what is central and matters most to them in student evaluation. Chapter five proposes ways for teachers to use this book as a catalyst for professional development in their schools. This book is the result of analysis of re-sponses from over 300 teachers, from which a questionnaire was developed and materials obtained for structuring personal interviews. (JD)

SP 027 060 ED 264 237 Calhoun, Emily F.
Teacher Utilization of Supervisory Services.
Pub Date—Oct 84

lar concerns, or instructional problems. They were also surveyed to determine their use of, and attialso surveyed to determine their use of, and attitudes toward, professional development activities.
The following questions provided the conceptual
framework for this project: (1) Do teachers perceive
supervisors and other avenues of assistance as being
available? (2) Which direct assistance services are
requested most by teachers? (3) From whom do
teachers request these direct assistance services? (4)
Where do teachers go for instructional resources?
(5) Which type of supplemental resources are most Where do teachers go for instructional resources?

(5) Which type of supplemental resources are most used by teachers to improve classroom instruction?

(6) How are supervisory services provided to teachers? (7) How valuable are the services provided to teachers? (8) How often are teachers involved in formal professional development activities? (9) How often are teachers involved in informal professional development activities? and (10) How much time do teachers contribute to voluntary informal professional development activities? The answers to these questions decribe current supervisory practice, and can be used as information for general review or as baseline information to plan improvements in present supervisory services or staff develments in present supervisory services or staff development programs. The questionnaire on utilization of supervisory services is appended. (JD)

ED 264 238 SP 027 122

ED 264 238 SP 027 122 Freeman, Donald J. And Others Public Response to Proposals for Raising Academic Standards in Secondary Schools. Research Series No. 163. Michigan State Univ., East Lansing. Inst. for Research or Tanaching.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Oct 85
Contract—400-81-0014
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Academic Standards, \*Educational
Attitudes, Educational Change, \*Public Opinion,
Secondary Education, \*Secondary Schools,
Teacher Effectiveness, Teacher Evaluation,
Teacher Salaries, Testing
Results are presented of a nationwide telephone

Teacher Effectiveness, Teacher Evaluation, Teacher Salaries, Testing
Results are presented of a nationwide telephone survey of 1,200 adults -conducted from November 1984 to January 1985-that examined the public's response to secondary school reform. The public wants greater student accountability, greater teacher initiative and accountability, and upgraded curriculs. Ninety-five percent of the respondents supported high school graduation exams and junior high promotion tests. Participants also wanted tangible evidence of teacher competence and initiative. More than 80 percent favored national teacher exams and teachers working during the summer to improve their teaching. About two-thirds were ready to support measures designed to attract and retain good teachers, including increasing teachers salaries and/or offering merit pay to outstanding teachers. Respondents were opposed to school closings and cutbacks in extracurricular activities as ways to pay for these reforms; most preferred payings and cutbacks in extracurricular activities as ways to pay for these reforms; most preferred paying higher taxes instead. About one-third of the survey's participants said they would abandon support for more rigorous course work if their children had to give up athletics or other extracurricular activities to have time enough for schoolwork. (Author/JD)

SP 027 132

Heathington, Betty S.
The Triad in Field Studies for Preservice Teachers:
Universities, School Systems and Teacher Cen-

Pub Date-6 Nov 85

Pub Date—6 Nov 85

Note—11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, \*Cooperative Programs, Elementary Secondary Education, Higher Education, \*Institutional Cooperation, \*Preservice Teacher Education, \*School Districts, \*Schools of Education, Student Teaching, \*Teacher Centers, Teacher Orientation

Cooperation, "Preservice Teacher Education, "School Districts, "Schools of Education, Student Teaching, "Teacher Centers, Teacher Orientation Six specific actions in which the university/school district/teacher center triad can promote and enrich the field experiences and student teaching of preservice teachers are suggested: (1) orienting preservice teachers to the teacher center; (2) ensuring that preservice teachers become familiar and experienced in using materials and equipment in the teacher center; (3) using the teacher center as a link between faculty associates, college professors, and preservice teachers; (4) establishing the teacher center as a resource for the clinical professor or university coordinator in regard to statewide functions; (5) making the teacher center a link in the active participation of college faculty in classroom instruction and research; and (6) gaining input from the teacher center in the ongoing planning and evaluation of the preservice program. These actions are described and a data collection system is recommended which will allow the triad to assess the collaborative efforts relative to preservice teacher education. (JD)

SP 027 133

The College of Education and the Teacher Center. Pub Date—6 Nov 85

Note—16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6, 1985).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Cooperative Programs, Institutional Cooperation, "Schools of Education, "Teacher Centers, Teacher Education, "Teacher Education, Teacher Role, Theory Practice Relationship Teacher centers began as small-scale, particularistic, dynamic, and tentative organizational forms. Each center developed its own personality, and no single institutional norm became the moid from which centers were cast. This fact has important implications for the kinds of collaborative arrangements into which teacher centers and teacher educators have entered. The center and the teachers it serves gain when teacher educators ahare their expertise in ways that encourage teachers to integrate theory into their work, when traditional barriers of status and formal scheduling are modified so that professors and teachers can cooperatively understand and address daily classroom problems, and when university faculty recognize and respect teachers' initiative toward professional development. Through the agency of collaboration, teacher centers and teacher education institutions have had some success at overcoming the historical impediments to integrating university expertise with the on-site needs of teachers. It appears that increasingly large numbers of professors and practictioners have come to appreciate the value of multiple perspectives and democratic intentions in an enterprise as complex as teacher education. A four-page reference list concludes the paper. (JD)

ED 264 241 SP 027 2 An Open Letter to America on Schools, Students,

Tomorrow.

mal Education Association, Washington, D.C.

National Education Association, Washington, D.C. Pub Date—[84]
Note—22p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Academic Standards, "Educational Change, "Educational Objectives, "Educational Quality, Elementary Secondary Education, "Futures (of Society), School Community Relationable, "School Effectiveness, "Student Needs, Teacher Education Identifiers—"Excellence in Education The National Education Association (NEA) of-

Teacher Education
Identifiers—"Excellence in Education
The National Education Association (NEA) offers its vision of schools in the 21st century, describes today's schools, and identifies practical solutions for improvement. Nine overarching principles incorporate the recommendations made.
These nine principles are the basis for the NEA's Action Plan for Educational Excellence: (1) students must master what is taught; (2) students must be active participants in learning; (3) full learning opportunity must be available for all students; (4) learning should occur throughout life; (5) authority must be vested in the local school faculty; (6) school staff must be professionally compensated; (7) there must be vested in the local scnool racury; (9) school staff must be professionally compensated; (7) there must be high standards for teacher preparation and practice; (8) achool/community resources must be coordinated to benefit students; and (9) adequate financial support for education is essential. (JD)

## TM

ED 264 242 TM 850 245 Connor, Ethel Lynne Wasman, Marcy Evaluation of the DCPS Secondary Guidance Pro-

gram.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

Pub Date—Oct 84

Note—224p; For related documents, see TM 850 246 and ED 263 169.

246 and ED 263 169.

Pub Type— Reports - Evaluative (142) —
Tests Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Computer Oriented Programs,

"Counseling Services, Educational Counseling,

"Guidance Objectives, Guidance Personnel,

"Guidance Programs, Job Analysis, Needs Assessment, Personnel Evaluation, "Program Evaluation, "Pupil Personnel Services, Questionnaires,
School Counseling, School Districts, School

Guidance, School Surveys, Secondary Education
Identifiers—"Dade County Public Schools FL

This study reports an investigation of the Secondary Guidance Program within the Dade County

(Florida) Public Schools. Three components were studied: (1) program activities; (2) program manage-

ment; and (3) program impact. Findings from numerous surveys and from a job analysis of guidance personnel were reported. The greatest number of concern areas were identified in the area of program management. Factors related to program management (including inadequate facilities, insufficient clerical assistance, and inadequate allocation of counselors) negatively impacted the effectiveness of the program. Positive features were: (1) support from faculty; (2) support from administration; (3) support/cooperation of students; and (4) competency of guidance personnel. Computer equipment and software was not adequate for use in the guidance program. Job analysis showed that most activities of counselors facilitate the accomplishment of guidance goals and objectives. Surveys showed that an assessment of student needs was not implemented. Several need areas which had not been addressed were identified. There was a discrepancy between junior and senior high schools with regard to adequacy of services, but impact of counselors on guidance consumers was positive. Survey instruments for guidance counselors, administrators, students, teachers, and parents with response results are included in the 12 appendices. (LMO)

TM 850 246

Waman, Marcy
Evaluation of the College Assistance Program.
Dade County Public Schools, Miami, FL. Office of
Educational Accountability.

Educational Accountability.
Pub Date—Oct 84
Note—48p.; For related documents, see TM 850
245 and ED 263 169.

245 and ED 263 169.

Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors— Ancillary School Services, College
Bound Students, College Entrance Examinations,
Data Collection, "Educational Counseling, Fund
Raising, Guidance Personnel, "Guidance Programs, Higher Education, Postsecondary Education, "Program Evaluation, "Pupil Personnel
Services, Questionnaires, Scholarship Funds,
School Surveys, Secondary Education, "Student
Financial Aid
Identifiers—"Dade County Public Schools FL

School Surveys, Secondary Education, "Student Financial Aid Identifiers—"Dade County Public Schools FL The College Assistance Program (CAP) in the Dade County (Florida) Public Schools was established in 1977 to encourage and assist the efforts of high school seniors to pursue post-secondary education. This evaluation of CAP was designed to examine the extent to which the program was meeting its goals and providing a worthwhile service. The evaluation was conducted by means of: (1) survey instruments distributed to administrators and guidance personnel, and students, (3) data collected by the Office of Student Support Programs, and (4) data supplied by the College Admissions Services Office. The overall perceptions of administrators and guidance personnel about CAP were positive. Data from students who graduated from 1976 through 1980 showed a slight increase in percentage stating they received adequate information regarding college admissions, with a larger increase occuring after CAP's inception. There was a widely perceived need by administrators and guidance personnel to have CAP advisors available in most schools on a full-time, five days a week basis, and to have advisors spend more time with students in lower grades. CAP, Inc., has increased the amount of funds it had available for scholarships since the early days of the program. Appendices contain the College Assistance Program Survey and the Student early days of the program. Appendices contain the College Assistance Program Survey and the Student Interview questionnaire. (LMO)

TM 850 345 ED 264 244

Hays, Ron
The Attitude Toward Public Drinking Involvement

Pub Date-[85]

Pub Date—[85]
Note—9p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Attitude Measures, Correlation,
"Drinking, Higher Education, Hypothesis Testing, "Item Analysis, "Psychometrics, "Questionnaires, Scoring, Student Attitudes, "Test Validity, University of the Published P

values
This study describes preliminary work on the development of a scale to assess attitude toward public drinking involvement. A sample of 46 students at a west-coast university participated in the study. Respondents completed a questionnaire containing a measure of Attitude Toward Public Drinking In-

volvement Scale (ATPDIS) and various validity variables. It was hypothesized that individuals pos-sessing a more negative attitude toward drinking involvement would hold more conservative beliefs about alcohol use in general, be less involved in alcohol use, and place a higher value on health. The correlations between the ATPDIS and these validtity items were examined to evaluate convergent validity. The relationship between the ATPDIS and each validity item is presented in Table 2. The ATPDIS was found to have adequate internal consistency reliability and exhibit convergent validity in a sample of college students. (LMO)

TM 850 433 ED 264 245 1984 Wisconsin Pupil Assessment Program Report. Bulletin No. 5252.
Wisconsin State Dept. of Public Instruction, Madient Program Re-

Pub Date -Feb 85

Pub Date—Feb 85
Note—119p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01/PC05 Plus Postage.
Descriptorn—"Achievement Tests, Basic Skills,
Criterion Referenced Tests, "Economics, Educational Testing, Elementary Secondary Education,
Language Tests, Mathematics Tests, Reading
Tests, "Scores, Scoring, Sex Differences, "State
Norms, State Programs, Testing Programs, "Test
Results, "Writing Evaluation, Writing Skills
Identifiers—Comprehensive Tests of Basic Skills,
Wisconsin, "Wisconsin Pupil Assessment Program

Results of the Wisconsin Pupil Assessa gram's 1984 test administrations are summarized. A sample of 16,000 public school students were tested. Tests included objective-referenced tests in writing and understanding of economics, and the norm-ref-erenced Comprehensive Tests of Basic Skills erenced Comprehensive Tests of Basic Skills (CTBS) test of reading, mathematics, and language. Conclusions in the overview of test results are provided for writing, economics, and basic skills. The CTBS was administered in grades 4, 8, and 11. In all grades, scores exceeded the national average of the fiftieth percentile. The test of economic understanding was administered to twelfth graders, who averaged 58 percent. About one-half of the respondents had taken or were enrolled in an economics course. Males accord about five percentage points higher Males acored about five percentage points higher than females. The written exercises were adminis-tered in grades 5, 8, and 11. On a narrative assign-ment, 30 percent of fifth graders, 73 percent of eighth graders, and 79 percent of eleventh graders performed acceptably. Overall, females acored higher than males and were also more likely to report that they enjoyed writing. Enjoyment of writing was reported by 70, 52, and 45 percent in grades 5, 8, and 11, respectively. Prewriting and revision were associated with higher writing scores. (GDC)

Bierschenk, Bernard
Steering Mechanisms for Knowability, 1984 No. 1,
Lund Univ. (Sweden). Cognitive Science Research.
Pub Date—84 ED 264 246 TM 850 437

Pub Date—84
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PO11 Plas Postage.
Descriptors—Abstract Reasoning, "Cognitive Measurement, Cognitive Processes, Educational Research, "Epistemology, "Knowledge Level, "Learning Processes, Learning Theories, "Memory, Models, "Research Design Identifiers—"Knowability
The foundations of knowledge by tradition have been treated analytically, and knowledge has been characterized as a theoretical subject. This article introduces a steering mechanism as the prerequisite for a study of knowledge work and maintenance on empirical grounds. Knowledge is treated synthetically, that is, as something that exists only through the individual's cooperation with its environment. cauy, that is, as something that exists only through the individual's cooperation with its environment, which implies that criteria can be formulated for the isolation of knowledge processes. Specific processes may then be studied and interpreted with reference to manipulable factors and to the influence of these factors on measuring processes and theory con-struction. (Author)

TM 850 448

Allen, Bem P.
The Adjective Generation Technique (AGT) and the Trait-Anxiety, State-Anxiety Distinction. Pub Date-

Pub Type— Information Analyses (070) — Reports
- Evaluative (142)

EDRS Prics - MF01/PC02 Plus Postage.
Descriptors—\*Adjectives, Adults, \*Affective Measures, \*Anxiety, Higher Education, Literature Reviews, Scoring, \*Self Evaluation (Individuals),
Test Reliability, Test Reviews, Test Validity,
\*Wood List. Word Lists

"Word Lists Identifiers—"Adjective Generation Technique, Social Desirability, State Trait Anxiety Theory Research involving Potkay and Allen's Adjective Generation Technique (AGT) is reviewed concerning the measurement of anxiety. In this paper, no distinction is made between state anxiety and trait anxiety it is suggested that state and trait anxiety may be considered apart from behavioral consistency. The issue of dramaturgical quality is discussed: if a person performs a persuasive task well, he or she is thought of as persuasive, whether or not the person's behavior is consistently persuasive. It is suggested that special instructions be given to the examinee in order to measure anxiety. Instead of the suggested that special instructions be given to the examinee in order to measure anxiety. Instead of the usual instructions to "record five adjectives to describe yourself," one might say, "record five adjectives to indicate how you feel." This paper consists primarily of the following sections: (1) the author's work involving the concept of anxiety; (2) methods of scoring anxiety with the AGT, and their reliability and validity; (3) strengths and weaknesses of AGT; and (4) research and application using AGT measures of anxiety. This research includes the effect of listening to music, sex differences, relaxation training, and individuals' therapy. A five-page list of references concludes the paper. (GDC)

TM 850 470 McLaughlin, Betty L. 1984 College Board Tests. [Maine] State Test

Summary Report, Maine State Dept. of Educational and Cultural Ser-

Summary Report.

Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date—Sep 84

Note—21p.; Contains small print.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PO1 Plas Postage.

Descriptors—\*Achievement Tests, "College Bound Students, "College Entrance Examinations, Higher Education, High Schools, High School Seniors, Mathematics Tests, National Norms, "Scores, Sex Differences, "State Norms, Student Characteristics, Student Educational Objectives, Test Norms, Trend Analysis, Verbal Tests Identifiers—"Maine, New England, "Scholastic Aptitude Test, Test Score Decline, United States Data are summarized for results of the Scholastic Aptitude Test (SAT) and achievement tests administered to high school seniors in Maine during 1984. Results are compared for the state of Maine, New England, and the United States. Trends are noted for the SAT from 1984 to 1984, and for the mathematics, verbal, and achievement tests from 1980 to England, and the United States. Trends are noted for the SAT from 1964 to 1984, and for the mathematics, verbal, and achievement tests from 1980 to 1984. The summary indicates that forty-six per cent of Maine high school graduating seniors took the SAT. The average acores are 429, verbal (3 points above the national average and 3 points below the New England average) and 463, mathematics (8 points below the national average and 5 points below the national average and 5 points below the New England average). The most frequently administered achievement tests are noted: English composition, mathematics level I, American history, and biology. Generally, each student taking achievement tests takes three achievement tests, and has higher than average SAT scores. An increase in eleven out of thirteen achievement tests scores is shown, from 1980 to 1984. A two-year comparison of national, New England, and Maine college-bound seniors includes summary data on high school grades, parental income, plans to apply for financial aid, and degree goals. A five-year comparison of national, not intended college field of study. SAT and achievement test data are also presented for eight regional areas of Maine. (GDC)

TM 850 483 ED 264 249 Stale, Douglas G. Milinusic, Tomislav O.
A Computer Support System for the Entry and
Analysis of Questionnaire Data.
Pub Date—Mar 85

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— "Computer Oriented Programs,
 "Course Evaluation, Data Analysis, "Databases,
 "Data Processing, Distance Education, Foreign
 Countries, Higher Education, Information Retrieval, Information Storage, "Questionnaires
 Identifiers—Athabasca University AB
 This paper describes a computer support system
 that eliminated many of the problems associated
 with the usual methods of transcribing and analyzing questionnaire data. The system was created to
 support the course evaluation system as a Athabasca support the course evaluation system at Athabasca University, a distance education university in Can-University, a distance education university in Can-ada. The courses evaluated were all home study courses, and they varied significantly in design and with respect to the kinds of instructional materials they incorporated. Consequently, the evaluation questionnaires were custom tailored to each course, questionnaires were custom tailored to each course, and little standardization was possible among courses. The sheer volume and variety of questionnaires required that some form of computer support be used. Within two years, the system supported the evaluation of 42 different courses requiring 125 distinct questionnaires. Software was written in the C programming language to run on a VAX 11/780 under the UNIX operating system. This configuration allowed for text editing features, specific and global scanning, and global steration of sets of codes. Technical aspects of the system, as well as its limitations, were discussed in detail. (LMO)

ED 264 250 TM 850 493

Cottfredson, Denise C.
The Johns Hopkins-Baltimore City Public Schools
Effective School Project, Report No. 357,
Johns Hopkins Univ., Baltimore, Md. Center for
Social Organization of Schools.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 85
Grant—NIE-G-83-0002
Note—218p.

Pub Type—Tests/Questionnaires (160) — Reports
Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Educational Assessment, Educational Cooperation, \*Educational Research, \*Evaluation Methods, Junior High Schools, Outcomes of Education, \*Program Development, Program Effectiveness, \*Program Evaluation, \*School Effectiveness, School Involvement, Studentiflers—\*Baltimore City Public Schools MD, \*Program Development Evaluation Method
The Effective Schools Project is a test of a general method for improving organizational effectiveness.

method for improving organizational effectiveness.
The method-Program Development Evaluation
(PDE)-calls for researcher-practitioner collaboration in the design, implementation, and evaluation tion in the design, implementation, and evaluation of programs to increase achool effectiveness. Two Baltimore City junior high schools are working with Johns Hopkins researchers to reduce school disorder, increase attendance, and improve educational attainment. Both schools used the PDE method to design programs during 1982-83 and implemented them during 1983-84. The present evaluation shows that the schools are improving as a result of the project. Large and consistent increases were obproject. Large and consistent increases were ob-served in staff morale, effective administration, and served in stain morale, eneceive administration, and in teachers' reports of their schools as places where innovative planning and action occur. Findings also imply decreased school disruption and increased achievement. This report describes the projects summarizes data on implementation, and recommends ways to facilitate the application of the PDE method in future projects. Appendices include pro-files of school climate, non-Effective School Battery scales, teacher characteristics measures, and results for all program outcomes. (Author/LMO)

Danzig, Arnold B.
Student Outcomes on the Arizona Teacher Profi-ciency Examination. TM 850 524

Pub Da te-31 Mar 85 Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type Speeches/Meeting Papers (150) - Re-

ruo 1ype—Specines/Meeting rapers (130)—Reports - Research (143)
EDRS Price - MF01/FC01 Plus Postage.
Descriptors—Basic Skills, \*Competency Based
Teacher Education, Educational Legislation,
Higher Education, \*Minimum Competency Testing, Minority Groups, Politics of Education, State

Programs, State Standards, \*Teacher Evaluation, cher Qualifications, Test Results

Identifiers—"Arizona Teacher Proficiency Examination
This paper examined some of the issues surrounding the Arizona Teacher Proficiency Examination
(ATPE), including the rationale for teacher testing, the Arizona approach to testing, and selected student outcomes. Arizona moved from Legislative directive in April 1980, to the implementation of the Arizona Teacher Proficiency Examination in June 1981. The Basic Skills component of the ATPE was a four hour, 150 question test made up of three parts: reading, grammar, and mathematics. A passing grade was 80 percent on each subtest. In April 1984, legislation was signed requiring students entering teacher education programs to pass the Basic Skills exam. Failure rates were particularly high among minorities, with the overall minority failure rate averaging 69 percent. Reasons for testing at the entry level were discussed, and exam scores were compared with other measures of student ability. Alternatives were offered to basic skills testing. (LMO)

TM 850 545 Brandes, Barbara G. Padia, William L. Evaluation of a Statewide Staff Develope

Pub Date-Mar 85

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4,

ing of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, "Continuing Education Centers, Higher Education, "Inservice Teacher Education, Mathematics Education, "Program Evaluation, Public Policy, Science Education, "Staff Development, "State Programs Identifiers—"California, Investment in People Program, "Teacher Education and Computer Centers Findings from an evaluation of Teacher Education and Computer (TEC) Centers were presented. The California State Legislature authorized 15 TEC Centers to provide staff development services to teachers and administrators. Evaluation of the Centers focused on several policy issues in order to describe the major accomplishments of TEC Centers on a statewide basis, as well as to characterize some of the activities of individual centers. Four issues were identified for the evaluation through discussion with TEC Center directors and with legislative staff: (1) the mission and resources of the TEC Centers; (2) services and training provided, (3) staff development strategies and models used; and (4) the TEC Centers as a regional staff development network. Sources of information included site visits, telephone interviews, staff interviews, surveys, and document analysis. In addition, information was obtained from a comprehensive database in which individual centers record all training provided. During the year, the TEC Centers offered a total of 2,466 courses representing a total of 28,711 training hours. There were 68,726 participants in training courses. The greatest portion of training activity was devoted to computer use, and the second greatest portion was devoted to the area of instruction or teaching methodology. (LMO)

TM 850 601 ED 264 253

ED 264 253 TM 850 601 Hays, Ron DiMatteo, M. Robin Reliability, Validity, and Dimensionality of the UCLA Loneliness Scale. Pub Date—18 Apr 85 Note—17p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18, 1985). Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

ports (160)

(160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Affective Measures, "College Students, Correlation, "Factor Structure, Higher Education, Hygiene, "Loneliness, Personality Measures, Personality Traits, Rating Scales, Sex Differences, Social Isolation, Student Alienation, Student Behavior, Student Characteristics, "Test Reliability, "Test Validity
Identifiers—"UCLA Loneliness Scale, Unidimensionality (Testa)

sionality (Tests)

ssonauty (1'ests)

The reliability, validity, and dimensionality of the revised UCLA Loneliness Scale (ULS) were studied with a group of 199 California college students.

Other personality tests were administered to measure social anxiety, alienation, health locus of control, drinking-related locus of control, life satisfaction, and personal values. Sociodemographic measures included grade in college, sex, and age. Health-related behaviors assessed included meal regularity, exercise, hours of sleep, drug use, smoking, and alcohol use and negative consequences. The reliability was .90 for the 20-item ULS and .63 for the 4-item short form. Factor analysis indicated five dimensions which are lower-order dimensions of a higher-order factor of loneliness: most importantly, social isolation; followed by unavailability of empathic confidants, unavailability of support persons, lack of social integration, and lack of meaningful social relationships. Loneliness was significantly correlated with alienation; social anxiety; satisfaction with friends, sex life, family or home life, and self; and drinking-related locus of control. Health-related behavior was not significantly correlated. In this sample, males were significantly more lonely than females. Multiple regression anaylisis indicated that the personality variables accounted for sixty percent of the ULS variance. The ULS and the short form are included. (GDC)

ED 264 254

Johnson, Mitzi M. S. Greenwald, Anthony G.
Does the Generation Effect Apply to Stimuli as
Well as to Responses? TM 850 611

Well as to Responses?
Pub Date—3 May 85
Note—10p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, IL, May 3, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, Associative Learning, \*Cognitive Processes, Cues, Higher Education, \*Language Processing, Learning Theories, \*Paired Associate Learning, \*Patterned Responses, Recall (Psychology), \*Word Recognition

Responses, Recall (Psychology), "Word Recognition
Identifiers—"Generation Effect
An earlier study showed that responses are remembered better when subjects produce them from cues, than when subjects read cue-response pairs. The decided memory advantage for generated targets relative to read ones is known as the generation effect. The present research is designed to study the generation effect for cues, following a depth-of-processing interpretation. The task described is to produce a word, opposite in meaning to the cue, given the cue and target with two interior adjacent letters missing. Thirty-two undergraduate students viewed a cue-target pair for five seconds, wrote the target word, and viewed the completed target for three seconds. Control subjects received the cue and the entire target, wrote the target, and reviewed the target for three seconds. Control subjects received the cue and the entire target, wrote the target, and reviewed the target for three seconds. All subjects received welve items and provided data on free recall, cued recall, and recognition. Half were tested for recognition of targets, and half for recognition of terms. The subject is the effect of cues is weaker, suggesting that depth of processing cannot be the only process contributing to the generation effect. (LMO)

ED 264 255

Ellett, Chad D Capie, William
Assessing Meritorious Teacher Performance: A Differential Validity Study.

Pub Date—Apr 85

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). 1985).

Pub Type — Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

oris \* Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Observation Techniques,
Data Collection, Elementary School Teachers,
Elementary Secondary Education, Master Teachers,
\*Merit Rating, Peer Evaluation, Secondary
School Teachers, State Programs, \*Teacher Behavior, \*Teacher Effectiveness, \*Test Validity
Identifiers—Dade County Public Schools FL, Florida Associate Master Teacher Program, \*Teacher Assessment and Development System
The Teacher Assessment and Development System (TADS) - Meritorious Teacher Program (MTP)
FORM instrument is used in the Dade County Public Schools, Miami, Florida, to evaluate teachers. Its validity for decisions concerning merit pay for mas-

ter teachers was examined in this study. Specifically, its ability to discriminate between high performing versus other teachers was investigated. Peer teachers nominated superior teachers, and a comparison group was randomly selected. The TADS-MTP form was used to observe 82 teaching behaviors under 19 performance indicators in four categories: knowledge of subject matter; techniques of instruction; classroom management; and student-teacher relationship. The teachers were rated by a trained team including a principal from another achou, a supervisor, and a peer teacher. The results indicated that meritorious teachers were nominated by 53.4 percent of their peers. Comparable numbers of elementary, junior, and senior high school teachers were selected. Perfect scores were achieved in 27 of 275 observations. The mean score of the merit teacher group was 67.9, the random teachers, 52. This difference was statistically significant. Of the 82 teaching behaviors, 52 significantly differentiated the two groups of teachers, as did the total score. (The list of teaching behaviors is appended.) (GDC)

ED 264 256
Malik, M. F. Thwaites, H. M.
Biocybernetic Approach to the Co TM 850 621 Process.
Pub Date—Dec 84

Pub Date—Dec 84

Note—41p.; Paper presented at the Annual Meeting of the World Communication Association (San Juan, PR, December 1-2, 1984).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Communications, \*Communications, \*Cybernetics, Electroencephalography, \*Information Processing, Information Systems, \*Information Theory, Instrumentation, Literature Reviews, Neurology, Pattern Recognition, Perception, \*Research Methodology, Symbolism, Time Perspective Identifiers—\*Biocybernetics, \*Biometrics

This paper presents an overview of biocybernetic

Identifiers—"Biocybernetics, "Biometrics
This paper presents an overview of biocybernetic
communication research, which deals with the information impact of films, television, photographic
pictures, paintings, exhibitions, texts, and verbal
stimuli on human beings. The first section describes
the biocybernetic basics of biometric research, and
clarifies terms used in the field. The information
chain, the conditions of transmission, receiver, information production and perception, information
cascade, perceptual time and space, perceptual
rhythm and symbols are discussed. The second section presents the history and future of biocybernetic
research. Current research includes eye movement
studies and electrophysical experiments. In the fustudies and electrophysical experiments. In the fu-ture, new biometric laboratories may be added to ture, new biometric laboratories may be added to universities and hospitals, and new instruments and methods will be developed. Section three describes instrumentation and methodology in biocybernetic communication research. The kinds of energy changes measured by biometric means are thermal changes (changes in body temperature), electrical changes (changes in body temperature), electrical changes (changes in body temperature), electrical changes (EEG), and chemical changes (chemospectrographic analysis). Laboratories measuring such energy changes need the following kinds of instrumentation: (1) sensory scanning instruments, (2) cortical (brain function) scanning instruments, (2) control feedback instruments, and (4) recording devices. Four methodologies are outlined in detail. An appendix depicts visual information input, biometric amplifiers, and recordings. An eight-page bibliography is included. (LMO)

ED 264 257 TM 850 724 ED 264 257
Anderson, John R.
Skill Acquisition: Complistion of Weak-Method
Problem Solutions.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of
Psychology.
Spons Accourt—National Science Foundation.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Ar-lington, Va. Personnel and Training Research

Programs Office.
Report No.—ONR-85-1
Pub Date—12 Aug 85
Contract—N00014-84-K-0064

Contract—N0001-84-K-0064
Grant—IST-83-18629
Note—77p.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Cognitive Development, Cognitive Objectives, Educational Experiments, Elementary Secondary Education, Higher Education,

\*Induction, Knowledge Level, Learning Pro-cesses, \*Learning Theories, Literature Reviews, \*Problem Solving, \*Programing, \*Skill Develop-ment, Transfer of Training, Vertical Organization identifiers—\*ACT Theory, LISP Programing Lan-

Identifiers—\*ACT Theory, LISP Programing Language
According to the ACT theory of skill acquisition, cognitive skills are encoded by a set of productions, which are organized according to a hierarchical goal structure. People solve problems in new domains by applying weak problem-solving procedures to declarative knowledge they have about this domain. From these initial problem solutions, production rules are compiled which are specific to that domain and that use of the knowledge. Numerous experimental results follow from this conception of skill organization and skill acquisition. These experiments include predictions about transfer among skills, differential improvement on problem types, effects of working memory limitations, and applicaskills, differential improvement on proteen types, effects of working memory limitations, and applications to instruction. The learning experiments involve the writing of LISP computer programs, an area where the ACT theory has had extensive application. (Author/GDC)

ED 264 258 TM 850 725

Hunt, Earl
Science, Technology, and Intelligence, Technical Report 9.

Meahington Univ., Seattle. Dept. of Psychology. Spons Agency—Office of Naval Research, Arington, Va. Personnel and Training Research Programs Office.
Pub Date—15 Aug 85
Contract—N00014-84-K-5553

Contract—N00014-84-K-5553

Note—83p; Paper presented at the Annual Meeting of the Buros Institute (Lincoln, NE, April, 1985). Small print is used throughout document. Pub Type—Opinion Fapers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Cognitive Measurement, Cognitive Processes, Cognitive Tests, Individual Differences, "Intelligence Intelligence Differences, "Intelligence Tests, Measurement Objectives, Predictive Validity, Psychology, \*Psychometrics, Scientific Methodology, \*Testing Problems, \*Test Theory, Test Use, Test Validity Identifiers—Paper and Pencil Tests

Theory, Test Use, Test Validity Identifiers—Paper and Pencil Tests
The scientific concept of intelligence has been heavily influenced by the technology of measurement. The variables which can be measured have been made the operational definition of intelligence. This approach differs from a deductive approach, in which a theory of cognition in general is used to derive the sorts of measurements that must be taken to describe an individual's cognitive competence. to describe an individual's cognitive competence. The cognitive science approach to cognition in general can be used as a base theory. This theory generates requirements for individual intelligence measurements which differ from tests used to predict performance in some (perhaps ill-defined) criterion situation. The use of theory-defined measures of individual interventions. of individual mental competence is different from the use of measures that are justified in terms of their predictive validity. (Author/GDC)

ED 264 259 TM 850 741

s, Stephen P. Norms, Stephen P.
Studies of Thinking Processes and the Construct
Validation of Critical Thinking Tests. Studies in
Critical Thinking Research Report No. 2.
Memorial Univ., St. John's (Newfoundland). Inst.

for Educational Research and Development.

Spons Agency—Social Sciences and Humanities
Research Council of Canada, Ottawa (Ontario).

Pub Date-85 Grant-410-83-0697

Grant—410-83-0697
Note—48p.; An earlier draft was presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Variance, \*Cognitive Processes, \*Cognitive Tests, \*Critical Thinking, Data Analysis, Foreign Countries, High Schools, Interviews, Item Analysis, Research Methodology, \*Response Style (Tests), Speech Communication, Test Interpretation, \*Test Validity, Test Wiseness Identifiers—Canada, \*Test on Appraising Observations (Morris and King)

Identifiers—Canada, "Test on Appraising Observa-tions (Morris and King)
The usefulness of studying thought processes in the construct validation of ability tests was exam-ined using a sample consisting of 343 Canadian se-

nior high school students. Four levels of probing were used by the interviewer to examine the stu-dents' thinking processes while taking the Test on Appraising Observations: (1) think aloud; (2) imme-diate recall-examinees were asked why they chose that answer; (3) criteria probe-examinees were asked whether a feature of a test item determined asked whether a resture or a test them determined the answer; and, (4) principle probe-examinees were also asked whether answer choice was based on particular general principles. Two scores were on particular general principles. Two scores were derived: performance scores or number right, and thinking scores indicating the quality of thinking displayed. Analyses were concerned with three questions: (1) whether the verbal reports accurately portray the thinking that takes place; (2) whether thinking concurrent with reporting differs from thinking in testing situations in which reports are not elicited; and (3) whether thinking subsequent to reporting is different from thinking subsequent to non-reporting testing situations. Analyses of variance were conducted to determine the effects and interactions of interview group, interviewer, sex, and grade level. Seven types of verbal activity were noted during the interviewa. (GDC)

TM 850 744 Weiss, David J., Ed.

Wess, David J., Ed. Hem Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, Minnesota, July 27-30, 1982). Minnesota Univ., Minneapolis. Dept. of Psychol-

OEV. ogy.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Pro-

grams Office.

orams Office.

Report No.—ONR-85-1

Pub Date—Apr 85

Grant—N00014-82-G-0061

Note—384p.; For individual papers, see TM 850
745-746, TM 850 748-752, TM 850 754-763, ED
223 666, ED 243 901, and ED 249 281.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Achievement Tests, "Adaptive Testing, Branching, "Computer Assisted Testing, "Computer Oriented Programs, Individual Testing, Item Analysis, "Latent Trait Theory, Mathematical Models, "Psychometrics, Sequential Approach, Statistical Analysis, Statistical Studies, Test Construction, Test Items, "Test Studies, Test Construction, Test Items, "Test Tenery, Test Tenery, Ten

Test Construction, Test Items, \*Test Theory
Identifiers—Item Characteristic Function, Office of
Naval Research, \*Parameter Estimation of Sequential Testing, Robustness, University of Min-

This report contains the Proceedings of the 1982 This report contains the Proceedings of the 1982 Item Response Theory and Computerized Adaptive Testing Conference. The papers and their discussions are organized into eight sessions: (1) "Developments in Latent Trait Theory," with papers by Fumiko Samejima and Michael V. Levine; (2) "Parameter Estimation," with papers by Frederic M. Lord and Marilyn S. Wingersky, David Thissen and Howard Wainer, and Charles Lewis; (3) "Multidiscussional Liters Paperson Theory," with pensels. Howard Wainer, and Charles Lewis; (3) "Multidimensional Item-Response Theory," with papers by Roderick P. McDonald, and Mark D. Reckase and Robert L. McKinley; (4) "Estimating Parameters with the E-M Algorithm," with papers by Robert K. Tsutakawa, and Robert J. Misleyv and R. Darrell Bock; (5) "Unidimensionality and Robustness," with papers by William Stout, Fritz Drasgow and Charles K. Parsons and Douglas H. Jones; (6) "Adaptive and Sequential Testing," with papers by David J. Weiss and Debra Subadoinik and R. A. Weitzman; (7) "Latent Trait Models for Special Applications," with papers by Susan Embretson (Whitely) and Kikumi K. Tatsuoka; (8) "Applications of Computerized Adaptive Testing," with papers by James R. McBride and J. B. Sympson, J. B. Sympson and Loraice Hartmann, Wolfgang Wildgrube, and C. David Vale. (PN)

ED 264 261 TM 850 745

ED 264 261 IM 650 /4 Samejima, Fumiko Development and Application of Methods for Estimating Operating Characteristics of Dis-crete Test Item Responses without Assuming any Mathematical Form.

Note—39p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Computer Oriented Programs, \*Esti-

mation (Mathematics), Item Analysis, \*Latent Trait Theory, \*Psychometrics, \*Research Meth-odology, Scores, Statistical Analysis, Statistical Studies, \*Test Items Identifiers—\*Unidimensional Scaling

Identifiers—\*Unidimensional Scaling
In latent trait theory the latent space, or space of
the hypothetical construct, is usually represented by
some unidimensional or multi-dimensional continuum of real numbers. Like the latent space, the item
response can either be treated as a discrete variable
or as a continuous variable. Latent trait theory relates the item response to the latent trait in terms of
the operating density characteristic when the item the operating density characteristic when the item response is continuous and by means of the operat-ing characteristic when the item response is dis-crete. This paper is concerned solely with the unidimensional latent space and the discrete re-sponse level. An outline for a series of methods and approaches is introduced for estimating the operat-ing characteristics of discrete item responses with-out assuming any mathematical form. Observations out assuming any manerinatical form. Observations concerning computer programs and model valida-tion, word/phrase comprehension tests and scale construction, and information loss caused by asumptotes are discussed. Numerous tables and figures are included, as well as three pages of references. (PN)

ED 264 262 TM 850 746

Levine, Michael V.
The Trait in Latent Trait Theory.
Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date—Jul 82 Contract—N00014-79C-0752: NR-150-445

Note—26p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850

744).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Item Analysis, \*Latent Trait Theory,
Mathematical Models, \*Measurement Techniques, Psychological Testing, \*Psychometrics,
Scoring, Statistical Analysis, \*Test Items, \*Test

Significant to a latent trait or item response theory Significant to a latent trait or item response theory analysis of a mental test is the determination of exactly what is being quantified. The following are practical problems to be considered in the formulation of a good theory: (1) deciding whether two tests measure the same trait or traits; (2) analyzing the relative contributions of a pair of traits or abilities to test performance; (3) detecting "functional" changes in items including those caused by security problems, modes of administration changes, and problems, modes of administration changes, and changes in familiarity with the concepts supporting the item in the population being tested; (4) determining the adequacy of an item response function, that is, a specific mathematical formula relating performance to ability; (5) discovering the shape of the item response functions, including multidimensional item response functions; (6) quantifying the magnitude and reliability of violations of the principles of latest that there, "local independent of the principles of the princip pal assumption of latent trait theory, "local in pal assumption of autent trait theory, local indepen-dence"; and (7) modeling item responses (such as omitting or changing answers) that fail to be locally independent. This paper outlines theoretical results bearing on these seven problems. A new theory is presented, with the central problem the representation of traits, abilities or achievements, and their distributions. (PN)

ED 264 263 TM 850 748 Lewis, Charles nts in Nonparametric Ability Estima

Note—19p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850

744).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Computer Oriented Programs, Estimation (Mathematics), "Item Analysis, "Latent Trait Theory, "Nonparametric Statistics, "Scaling, Secondary Education, Statistical Studies, "Test Theory Identifiers—Scholastic Aptitude Test, "Unidimensional Scaling
The nonparametric approach to test theory dis-

The nonparametric approach to test theory dis-cussed here has its roots in the early work of Gutt-man, Lazarsfeld, and Meredith; and more recently

in the work of Cliff and in Tatsuoka and Tatsuoka. in the work of Cliff and in Tatsuoka and Tatsuoka. Mokken's extensive treatment of this subject concentrated on defining, constructing, and testing unidimensional scales, based on responses to dichotomous items. His emphasis is on the development of formal statistical methods to extend and support the use of descriptive indices. The analyses described assume the existence of a scale such as might result from one of Mokken's procedures. Based on responses to items forming the scale, inferences are made regarding the abilities of individuals. In this sense, the work described is viewed as Based on responses to the control of the control of

TM 850 749

ED 264 264 TM 850 74
McDonald, Roderick P.
Unidimensional and Multidimensional Models for
Item Response Theory.
Pub Date—Jul 82

rut Date—Jill 82 Note—23p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).

744).
Pub Type— Reports - Research 12-2.
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— "Factor Analysis, Higher Education, Item Analysis, "Latent Trait Theory, "Mathematical Models, Postsecondary Education, "Psychometrics, "Regression (Statistics), Research Size Test, "Unidi-

metrics, \*Regression (Statistics), Research Problems, Sample Size Identifiers—Law School Admission Test, \*Unidimensional Scaling This paper provides an up-to-date review of the relationship between item response theory (IRT) and (nonlinear) common factor theory and draws out of this relationship some implications for current and future research in IRT. Nonlinear common factor analysis yields a natural embodiment of the weak principle of local independence in appropriate loss functions that can be used to fit item response models and to assess their adequacy as descriptions of the data. The recognition of latent traits as synonymous with common factors gives appropriate guidance for interpretation in both unidimensional and multidimensional versions. Fixed-regressors theory multidimensional versions. Fixed-regressors theory based on the McDonald's (1979) treatment of combased on the McDonald's (1979) treatment of com-mon factor analysis was viewed, in principle, as ap-plicable to any prescribed unidimensional model in item response theory, though so far it has been ap-plied only to the rather inappropriate polynomial model. The advantages of this approach appear to be that it is not limited to the use of a linear combinathat it is not limited to the use of a linear combina-tion rule for multiple latent traits and that it easily permits the introduction of interaction terms. Ap-plications of the fixed-regressors treatment are sub-ject to limitations of sample size, which may prove severe in the case of binary data, where large sample sizes are generally desirable. (PN)

TM 850 750 Reckase, Mark D. McKinley, Robert L. Some Latent Trait Theory in a Multidin Latent Space. Pub Date—Jul 82

Pub Date—Jul 82 Note—28p.; In: Item Response Theory and Com-puterized Adaptive Testing Conference Proceed-ings (Wayzata, MN, July 27-30, 1982) (TM 850

ings (Wayzata, MN, July 27-30, 1982) (TM 850
744).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Fias Postage.
Descriptors—"Estimation (Mathematics), Higher
Education, "Latent Trait Theory, "Mathematical
Models, "Multidimensional Scaling, "Predictive
Measurement, Psychometrics, Simulation, Tables
(Data), Test Items
Identifiers—ACT Assessment, "Parametric Analysis, Rasch Model, "Unidimensional Scaling
This paper reviews the existing multidimensional
item response theory (IRT) models and demonstrates how one of the models can be applied to
estimation of abilities from a test measuring more
than one dimension. The purposes of this paper
were threefold. First, the fundamental concepts required when considering multidimensional models
for the interaction of a person and a test item were
defined. These concepts included the multidimensional latent space, the item difficulty function, and
the item discrimination function. These definitions
were conceived as multidimensional generalizations

of similar concepts in unidimensional IRT models. Second, six existing multidimensional models were reviewed and, on the basis of their similarities, were classified into three general categories. The characteristics of these categories were described, and the general Rasch model was selected for further study on the basis of ease of parameter estimation. Third, estimation procedures for the parameters of the general Rasch model were described and applied to a set of simulation data that had been generated according to a two-dimensional special case of the model. The results indicated that a very close correcording to a two-dimensional special case or the model. The results indicated that a very close corre-spondence had been obtained between the esti-mated item parameters and those used to generate the simulation data. (PN)

ED 264 266 TM 850 751 Tsutakawa, Robert K.
Estimation of Item Parameters and the GEM Algorithm.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Pro-

grams Office

Pub Date—Jul 82 Contract—N00014-81-K-0265; NR-150-464 Note—10p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744). Pub Type-Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PO01 Plus Postage.
Descriptors—"Estimation (Mathematics), "Item Analysis, "Latent Trait Theory, "Mathematical Models, "Maximum Likelihood Statistics, Psy-chometrics, Statistical Studies Identifiers—"EM Algorithm, "GEM Algorithm, Parametric Analysis

Parametric Analysis
The models and procedures discussed in this paper are related to those presented in Bock and Aitkin (1981), where they considered the 2-parameter probit model and approximated a normally distributed prior distribution of abilities by a finite and discrete distribution. One purpose of this paper is to clarify the nature of the general EM (GEM) solution assuming that convergence has already taking ciarry the nature of the general EM (CEM) solu-tion, assuming that convergence has already taken place. For this purpose the general situation is con-sidered and conditions are then given under which the GEM solution maximizes the likelihood func-tion based on incomplete data. For the 2-parameter tion based on incomplete data. For the 2-parameter logistic model, the equations occurring at each iteration of the GEM algorithm are compared with the likelihood equations for the incomplete data. The GEM approach is shown as computationally simpler than the solution via direct methods. In pracpler than the solution via direct methods. In prac-tice, for latent trait applications in particular, once there is convergence, the author feels it is usually easy to test the solution by examining the likelihood function in a neighborhood of the solution and to verify whether it is at least a local maximum. This paper concludes by demonstrating that for the one parameter logistic model, convergence by the con-cavity of the log-likelihood function is assured. (PN)

ED 264 267
Misley, Robert J. Bock, R. Darrell
Implementation of the EM Algorithm in the
Estimation of Item Parameters: The BILOG Computer Program. Pub Date—Jul 82

Note—15p; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).

/44).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—College Entrance Examinations,
\*Computer Oriented Programs, Computer Simulation, Computer Software, \*Estimation (Matheation, Computer Software, \*Estimation (Mathematics), \*Item Analysis, \*Latent Trait Theory, \*Maximum Likelihood Statistics, Postsecondary

Education, Psychometrics, Test Items
Identifiers—BILOG Computer Program, \*EM Algorithm, \*Item Parameters, Law School Admis-

aion Test
This paper reviews the basic elements of the EM
approach to estimating item parameters and illustrates its use with one simulated and one real data
set. In order to illustrate the use of the BILOG
computer program, runs for 1-, 2-, and 3-parameter
models are presented for the two sets of data. First
is a set of responses from 1,000 persons to five items
of the Law School Admissions Test. Second is a set
of simulated data of 1,000 persons to 18 items. The
examples bring into focus the degree to which item

parameters in the 3-parameter model can be recovered. The review discusses an EM Algorithm for estimating item parameters; solution for item parameters when person ability values are known; early computer program approaches; and the key elements of the Bock-Aitkin approach. Further described are extensions of the Bock-Aitkin approach, which include: (1) extension of the 3-parameter model; (2) prior distributions on item parameters; (3) estimation of the latent distribution; and, (4) different patterns of item attempts for different persons. (PN)

ED 264 268

Dragow, Fritz Parsons, Charles K.
Application of Unidimensional Item Response
Theory Models to Multidimensional Data.
Pub Date—Jul 82
Note—16p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850

744).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Computer Simulation, Computer Software, Difficulty Level, "Item Analysis, Item Banks, "Latent Trait Theory, "Mathematical Models, Maximum Likelihood Statistics, Psychometrics, Testing Problems, Test Items
Identifiers—LOGIST Computer Program, "Parametric Analysis, "Unidimensional Scaling
The effects of a multidimensional latent trait

metric Analysis, "Unidimensional Scaling
The effects of a multidimensional latent trait
space on estimation of item and person parameters
by the computer program LOGIST are examined.
Several item pools were simulsted that ranged from
truly unidimensional to an inconsequential general
latent trait. Item pools with intermediate levels of
prepotency of the general latent trait were also constructed. These item pools were used to determine
the degree of prepotency that is required by LOGIST in order to recover the general latent trait and
not be drawn to a latent trait underlying a cluster of
items. The types of multidimensionality studied
have several effects on the estimation techniques
programmed in LOGIST. Perhaps most important
is that as the prepotency of the general factor decreases, LOGIST is gradually drawn to the strongest group factor. Estimates of item difficulty
occasionally become excessively large in magnitude
when actual data sets are analyzed by LOGIST,
although the most recent version has options that when actual data sets are analyzed by LOGISI, although the most recent version has options that may reduce this problem. The results obtained here indicate that this phenomenon may partially be due to multidimensional item pools. However, unidimensional models do provide a good description of multidimensional data sets when the dominant latent trait is sufficiently prepotent. (PN)

TM 850 755 ED 264 269 Jones, Douglas H. Tools of Robustne Tools of Robustness for Item Response Theory. Pub Date—Jul 82

Note—12p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850

744).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\* Estimation (Mathematics), Functions (Mathematics), \*Goodness of Fit, Graphs,
\*Latent Trait Theory, Mathematical Models,
\*Maximum Likelihood Statistics, \*Measurement

\*Latent Trait Theory, Mathematical Models, 
\*Maximum Likelihood Statistics, \*Measurement Techniques, Psychometrics 
Identifiers—\*Ability Parameters, \*Robustness 
This paper briefly demonstrates a few of the possibilities of a systematic application of robustness theory, concentrating on the estimation of ability when the true item response model does and does not fit the data. The definition of the maximum likelihood estimator (MLE) of ability is briefly reviewed. After introducing the notion of outlier-pair observation, the effect of the model's lack of fit to the data is demonstrated. Then, a new estimator not as influenced as the MLE by outlier pairs is introduced. Based on the motivation for the new estimator, an entire class of new estimators is provided as a vehicle for understanding two notions of robustness theory: (1) the influence function, which compactly yields the majority of the behavioral results about an estimator; and (2) asymptotic relative efficiency (ARE), a concept in classical statistics and used in item response theory (IRT). Although the notion of ARE has had limited application in IRT, it is a useful alternative to expensive monte carlo simula-

tions of the efficiencies of estimators. One of the drawbacks to determining the ARE of an estimator is the analytic derivation of the asymptotic; how-ever, an expansion using the influence function eas-ily yields the needed asymptotic variances. (PN)

Weiss, David J. Suhadolnik, Debra
Robustness of Adaptive Testing to Multidimensionality.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.; Office of Naval Research,

Washington, D.C. Pub Date—Jul 82 Contract—N00014-79-C-0172; NR-150-433

Note—34p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Numerical/Quantitative Data (110)

Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Adaptive Testing, "Computer Assisted Testing, Factor Structure, "Latent Trait Theory, "Monte Carlo Methods, "Multidimensional Scaling, Postsecondary Education, Simulation, Tables (Data), Test Items Identifiers—Armed Services Vocational Aptitude Battery, "Robustness The present monte carlo simulation study was de-

The present monte carlo simulation study was de-The present monte carlo simulation study was designed to examine the effects of multidimensionality during the administration of computerized adaptive testing (CAT). It was assumed that multidimensionality existed in the individuals to whom test items were being administered, i.e., that the correct or incorrect responses given by an individual were generated from a specified multidimensional structure, rather than the unidimensional item response the control of the c ory (IRT) model normally assumed to have generated the observable dichotomous test item responses. The dichotomous response was then treated for CAT item selection and ability estima-tion purposes as if it had been generated by the unidimensional model. To the extent that the obunidimensional model. To the extent that the ob-served item response was affected by dimensions other than the first (which corresponded to the sin-gle dimension assumed to underlie the item selec-tion and ability estimation process) errors should be introduced into the adaptive testing process. These errors should affect the ability estimates and the efficiency of CAT. The study focused on the nature and degree of these errors under a variety of multi-dimensional structures to determine how obtains. dimensional structures, to determine how robust CAT is to the effects of multidimensionality in exninees' responses to test items. (PN)

ED 264 271 TM 850 757

Weitzman, R. A.
Use of Sequential Testing to Prescreen Prospective
Entrants into Military Service.

Pub Date-Jul 82 Note—10p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).

Pub Type—Reports - Research (143) — Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage Reports - Research (143) - Speeches/-

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Adults, Armed Forces, Computer Oriented Programs, Computer Simulation, \*Correlation, \*Measures (Individuals), \*Predictive Measurement, \*Screening Tests, Sequential Approach, Simulation, \*Statistical Analysis, Testing, Test Theory
Identifiers—\*Armed Forces Qualification Test, \*Armed Services Vocational Aptitude Battery
The soal of this research was to predict from a

The goal of this research was to predict from a recruit's responses to the Armed Services Vocational Aptitude Battery (ASVAB) items whether the recruit would pass the Armed Forces Qualification Test (AFQT). The data consisted of the responses (correct/incorrect) of 1,020 Navy recruits to 200 items of the ASVAB together with the scores of these recruits on the AFQT, which functioned as the criterion. Each failure rate was used in each of three studies exemplifying three methods of item selection. Although every recruit took the entire battery, computer runs simulated the sequential cattery, computer runs simulated the sequential procedure by selecting one item at a time. In two of the three studies the order of item selection corresponded directly to the ranking of the correlations between item responses and AFQT scores. In the first study the correlation was a point-biserial coefficient (Method I); in the second, it was a phi coefficient, with AFQT scores dichotomized at the failure-rate centiles to maximize item discriminabil-ity (Method 2). The third study used, as an objective function for each candidate item, the ratio of the largest partial correlation between the candidate item and each item already selected, controlling for the AFQT, to the point-biserial coefficient used in Method 1. (PN)

ED 264 272 TM 850 758

Embretson, Susan Whitely
Component Latent Trait Models for Test Design.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 82

Note—24p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aptitude Tests, Difficulty Level, Esti-mation (Mathematics), Hypothesis Testing, "La-tent Trait Theory, "Mathematical Models, "Maximum Likelihood Statistics, "Measurement Techniques, Performance, "Test Construction, Test Items
Identifiers—\*Item Parameters

Latent trait models are presented that can be used for test design in the context of a theory about the variables that underlie task performance. Examples of methods for decomposing and testing hypotheses about the theoretical variables in task performance are given. The methods can be used to determine are given. The methods can be used to determine the processing components that are involved in item performance. Three component latent trait models for underlying theoretical variables are described along with their maximum likelihood estimators. The item parameters can be used for item banking The item parameters can be used for item banking according to the influence of the underlying processing variables on item difficulty. Such estimators permit the test developer to choose items that represent specified information processing demands for the examinee. In this manner, what is measured by an aptitude test can be explicitly designed by specifying difficulty levels in the underlying processing components. The need for meta component latent trait models was also considered. It was shown that both items and persons vary on metacomponent as both items and persons vary on metacomponent pa-rameters and that these parameters are important for the predictive validity of an aptitude test. The main conclusion to be drawn from these studies is that metacomponent latent trait models are needed to estimate more fully the processing abilities that underlie aptitude. (PN)

TM 850 759 ED 264 273

Tatsuoka, Kikumi K.

A Latent Trait Model for Interpreting Misconceptions in Procedural Domains.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Pro-

grams Office. Pub Date—Jul 82 Contract—N00014-79-C-0752

Note—19p; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).

744).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adaptive Testing, Elementary Secondary Education, \*Error Patterns, \*Evaluation
Methods, Graphs, \*Latent Trait Theory, \*Mathematical Models, \*Measurement Techniques,
Scoring, Statistical Analysis, Tables (Data)
Identifiers. \*National Assessment of Educational

matical Models, "Measurement lechniques, Scoring, Statistical Analysis, Tables (Data) Identifiers—"National Assessment of Educational Progress, Response Patterns
This study introduced a probabilistic model utilizing item response theory (IRT) for dealing with a variety of misconceptions. The model can be used for evaluating the transition behavior of error types, advancement of learning stages, or the stability and persistence of particular misconceptions. Moreover, it apparently can be used for relating the functional behavior of errors to other criterion measures such as creativity, anxiety, and motivation. One of several personal indices based on IRT was used to formulate the "rule space," which is a geometric representation of erroneous rules of operation. ECI4, one of the indices, which is used primarily for detecting aberrant response patterns, appeared to be effective for separating clusters of response patterns from one another. A cluster of response patterns consists of the response pattern yielded by some

rule and its "slips," due to partially consistent application of the rule. Using pattern classification to separate the clusters in the rule space accounts for variability of errors in the model. (PN)

TM 850 760

McBride, James R. Sympson, J. B.
The Computerized Adaptive Testing System Development Project.
Naval Personnel Research and Development Lab.,

Naval Personnel Research and Development Lab., Washington, D.C. Pub Date—Jul 82 Note—9p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Adaptive Testing, Adults, Armed Forces, \*Computer Assisted Testing, \*Occupational Tests, \*Personnel Selection, Program Design, \*Program Development, Program Evaluation, Psychometrics, Test Construction Identifiers—\*Armed Services Vocational Aptitude Battery

Evaluation, Psychometrics, 1est Construction Identifiers—"Armed Services Vocational Aptitude Battery
The Computerized Adaptive Testing (CAT) project is a joint Armed Services coordinated effort to develop anli evaluate a system for automated, adaptive administration of the Armed Services Vocational Aptitude Battery (ASVAB). The CAT is a system for administering personnel tests that differs from conventional test administration in two major respects: (1) automated test administration using a computer terminal; and (2) adaptive (tailored) sequencing of test questions. The CAT has a number of potential advantages over conventional testing, including: (1) efficiency; (2) precision; (3) accuracy; (4) security; (5) economy; and (6) case of revision. Psychometric methods and procedures to be employed in the CAT hardware/software system are being developed in the following areas: (1) constructing calibrated item banks; (2) on-line calibration research; (3) equating CAT with ASVAB subtests; (4) validating CAT as a measurement technique; (5) evaluating CATs utility for predicting performance; and (6) meeting established professional standards for tests. The CAT system will become operational when the hardware/software system meets a number of criteria. The following maint criteria will be used in evaluating the CAT system meets a number of criteria. The following major criteria will be used in evaluating the CAT delivery system: (1) performance; (2) suitability; (3) reliability and availability; (4) maintainability; (5) ease of use; (6) security; (7) affordability, and (8) flexibility. (PN)

TM 850 761

EJJ 269 215
Sympson, J. B. Harimann, Loralee
Hem Calibrations for Computerised Adaptive
Testing (CAT) Experimental Item Pools.
Naval Personnel Research and Development Lab.,
Washington, D.C.
Pub Date—Jul 32
Note—As. In Pro-

Pub Date—Jul Selection of the Selection

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adaptive Testing, Adults, "Computer Assisted Testing, Estimation (Mathematics), "Item Analysis, "Item Banks, Latent Trait Theory, Psychometrics, Research Methodology, "Test Construction Identifiers—"Armed Services Vocational Aptitude Battery, LOGIST Computer Program, "Parametric Analysis

Battery, LOGIST Computer Program, \*Parametric Analysis
In connection with the development of item pools for the Navy's experimental Computerized Adaptive Testing (CAT) system, items in five different content areas (General Science, Paragraph Composition, Word Knowledge, Math Knowledge, and Arithmetic Reasoning) have been calibrated using item response theory (IRT) methodology. Operational Armed Services Vocational Aptitude Battery (ASVAB) subtests 8, 9, and 10 were calibrated with the new CAT items to insure that all estimated nethe new CAT items to insure that all estimated pathe new CAT items to insure that all estimated parameters in a content area were expressed relative to a common metric. The computer program LO-GIST was used to fit the 3-parameter logistic model to the available item response data. Modifications to version 2.B of this program were made prior to completing the calibrations. These modifications were tested and found to improve the parameter estimates generated by LOGIST. In each content area all CAT items and ASVAB items were calibrated simultaneously in a single LOGIST run. The median values of the estimated IRT parameters, obtained in each content area, suggest that CAT procedures will function quite effectively in each of these five content areas. Items in four more content areas, as well as additional items will be calibrated to augment three of the previously developed item banks. (PN)

ED 264 276 TM 850 762

three of the previously developed item banks. (PN)
ED 264 276

Wildgrube. Wolfgang
Computerized Testing in the German Federal
Armed Forces (FAF): Empirical Approaches.
Pub Date—Jul 82
Note—Sp.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings
(Wayzata, MN, July 27-30, 1982) (TM 850 744).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price—MF01/F01 Plus Postage.
Descriptors—\*Adaptive Testing, Adults, Armed Forces, "Computer Assisted Testing, "Computer Oriented Programs, Foreign Countries, "Pilot Projects, Program Development, "Program Implementation, Psychological Testing, Research Methodology
Identifiers—Apritude Classification Battery, "Empirical Methods, German Federal Armed Forces, "West Germany Ederman Federal Armed Forces initiated the first empirical pilot project in the area of computerized adaptive testing (CAT). The configuration of hardware, psychological section, and physiological section is discussed, as well as two current problems (data transfer from the TEST 2000 microcomputer to a large sized computer for further calibrations and graphic items that are written in Assembler language in connection with a graphic processor). The first phase started with the standard test battery for entrance into the Armed Forces, the Aptitude Classification Battery (EVT). Six timed subtests of the EVT are on the computer in two parallel forms. Results from the data of 208 examinees taking the EVT by paper-and-pencil and then by computer were calculated. The comparison using the t test for dependent samples shows significant mean differences except for Arithmetic. The verbal subtests of paper subtests had higher scores, while the figural subtests using computerized testing had higher scores. Future developments discussed included the following: (1) a hardware change (an integrated testing strategies); and (3) a third empirical phase (evaluation of variable branching strategies in adaptive testing). (PN)

ED 264 277 TM 850 763 Vale, C. Dav

Design of a Microcomputer-Based Adaptive Test-

Design of a Microcomputer-Based Adaptive Test-ing System.

Spons Agency—Office of Naval Research, Arting-tion, Va. Personnel and Training Research Pro-grams Office.

Pub Date—Jul 82

Contract—N00014-82-C-0132.

Note—13p.; In: Item Response Theory and Com-puterized Adaptive Testing Conference Proceed-ings (Wayzata, MN, July 27-30, 1982) (TM 850 744)

Pub Type — Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adaptive Testing, Adults, \*Computer Assisted Testing, \*Computer Oriented Programs, Computer Software, \*Peasibility Studies, Interviews, Item Banks, \*Microcomputers, Needs Assessment, Program Development, Questionnaires, Surveys, Testing
Identifiers—\*Test Specifications
This paper explores the feasibility of developing a single-user microcomputer-based testing system. Testing literature was surveyed to discover types of test items that might be used in the system and to compile a list of strategies that such a system might use. Potential users were surveyed. Several were interviewed, and a questionnaire was developed to determine features needed by users. Evaluation of hardware indicated that microcomputers were available and adequately suitable. However, a typical lack of disc storage for item banks would prevent a system from being acceptable. Work on the software design of the testing system began with a review of existing systems. The design of a complete self-contained system was discussed and included: item banking; test specification; test administration; test analysis system; and a method for reporting the results to examinees. The test authoring system was

a two level system (author language and menu sys-tem) allowing a division of labor between writers and programmers. An example of test specification is offered. Development of the microcomputer-based system was scheduled to begin in mid-1983 as a second phase for the project in which the design was developed. (PN)

EAJ 264 278 TM 850 764
Federico, Pat-Anthony
Computer-Managed Instruction: Crystallized and
Fluid Intelligence.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.—NPRDC-TR-85-36
Pub Date—Sep 85 ED 264 278 TM 850 764

-27p.

Note—27p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aptitude, Aptitude Tests,

\*Aptitude Treatment Interaction, \*Cognitive
Ability, Cognitive Style, Computer Assisted Instruction, \*Computer Managed Instruction, Discriminant Analysis, Educational Environment,
Electricity, Electronics, \*Intelligence, \*Mastery
Learning, Military Training, Postsecondary Education

Identifiers—Armed Services Vocational Aptitude Battery, \*Crystallized Intelligence, \*Fluid Intelli-

Battery, \*Crystallized Intelligence, \*Fluid Intelligence
(G sub c) and fluid intelligence (G sub f) were obtained for samples of graduates and failures of an
innovative instructional situation in which computer-managed mastery learning was used to teach
elementary electricity and electronics. Seven stepwise multiple discriminant analyses and associated
statistics were computed to determine which linear
combinations of G sub f and G sub c measures
would optimally separate the two groups. Corresponding classification functions derived for the discriminant analyses were applied to the data to
evaluate the effectiveness of differentiating failures
and graduates. The results did not substantiate the
hypothesis that G sub f measures would be associated more strongly with student success in a new
instructional situation than would G sub c measures.
Contrary to theory, the findings suggest that some
unconventional educational environments are not
necessarily dysfunctional for more able students. In
these situations, they can just as easily exercise and
exploit those skills developed and applied in more
traditional instructional settings. (Author)

ED 264 279

TM 850 765

ED 264 279 TM 850 765

ED 264 279

TM 850 765

Prestwood, J. Stephen And Others

Armed Services Vocational Aptitude Battery: Development of Forms 11, 12, and 13.

Assessment Systems Corp., St. Paul, Minn.

Spons Agency—Air Force Human Resources Lab.,

Brooks AFB, Tex. Manpower and Personnel Div.

Report No.—AFHRL-TR-85-16(1)

Pub Date—Sep 85.

Note—123 9.

Pub Date—Sep 85
Note—123p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Ability Identification, "Aptitude Tests, "Armed Forces, Data Collection, "Equated Scores, "Item Analysis, Latent Trait Theory, Occupational Tests, Population Distribution, Post-secondary Education, Raw Scores, Scaling, Scores, Tables (Data), "Test Construction, "Test Theory, Vocational Aptitude, Young Adults Identifiers—"Armed Services Vocational Aptitude Battery

Battery—Armed Services Vocational Aptitude
Battery (ASVAB) were developed. These
new forms were equated to a standard reference
test, ASVAB 8a, using normative data based on a
1980 weighted probability sample of American
youth, ages 18-23. Equating allows the services to
report the distributions of examinee ability on a
common metric or standard regardless of which
form of the test the examinees take. It also provides
consistent meanings for cutting scores used in selection and classification. The new ASVAB forms were
analyzed using data collected in Recruit Training
Centers (RTCs) and Military Entrance Processing
Stations (MEPS). The subtests and items were analyzed using both conventional and item response
theory procedures. For each form, linear and
smoothed equipercentile equating tables were then
developed for the 10 raw subtest scores, two
raw-score composites, and 14 standard-score composites. The Joint Services Selection and Classifica-

tion Working Group met in April of 1983 and se-lected two sets of linear equating tables for future use. For ASVAB 12s, the tables developed in the RTCs for that form were selected. For the other new forms, the tables developed in the MEPS using AS-VAB 11s were selected. (The selected equating ta-bles are appended.) (LMO)

TM 850 766

Steele, D. Joyce
A Descriptive Comparison of Test Items Utilized in Pilot and Live Administrations of the Alabama High School Graduation Examination.
Pub Date—8 Nov 85

Pub Date—8 Nov 85
Note—18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 8, 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Achievement Tests, "Comparative Testing, "Difficulty Level, Graduation Requirements, High Schools, Language Tests, Mathematics Tests, "Minimum Competency Testing, "Pretesting, Reading Tests, Sampling, State Programs, "Test Bias, "Test Construction, Testing Programs, "Test Validity Identifiers—"Alabama High School Graduation Examination

Examination

This paper contains a comparison of descriptive information based on analyses of pilot and live administrations of the Alabama High School Graduation Examination (AHSGE). The test is composed tion Examination (Arisue). The test is composed of three subject tests: Reading, Mathematics, and Language. The study was intended to validate the test development procedure by comparing difficulty levels of common test items measuring competencies on the initial item pilot and on the live administrations. Data were collected during two phases of pilot testing and four live administrations. Public schools in Alabama with at least 50 students were randomly sampled to participate in the pilot procedure. Data were analyzed, and difficulty levels and discrimination indexes for all pilot items were calculated head on the proportion of students were calculated head on the proportion of students were calculated. lated, based on the proportion of students complet-ing the item correctly. A second pilot test involved testing of forms. Following live administrations, testing of forms. Following live administrations, common items were compared with the initial item pilot. The comparison demonstrated the stability of the difficulty level and supported the validity of the test development procedure. Although a higher percentage of students passed items on the live administration, the slight increase in percentage seemed to be consistent from one form to another. (LMO)

TM 850 767 O'Brien, Francis J., Jr.
The Cooperative Preschool Inventory: Test Re-

Pub Date-12 Sep 85

Pub Date—12 Sep 85

Note—9p.
Pub Type— Reports - Evaluative (142)
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Correlation, "Culture Fair Tests,
"Disadvantaged Youth, Economically Disadvantaged Factor Structure, Intelligence Quotient,
Preschool Education, "Preschool Tests, "School
Readiness Tests, "Screening Tests, Socioeconomic Status, Test Bias, Test Construction, Test
Reliability, Test Reviews, Test Validity
Identifiers—Caldwell Soule Preschool Inventory,
"Cooperative Preschool Inventory (Revised),
Project Head Start, Stanford Binet Intelligence
Scale

Scate This paper is a brief psychometric review of the Cooperative Preschool Inventory (CPI-R), Revised Edition intended to supplement the review of CPI in the "Seventh Mental Measurements Yearbook." The 1970 revision of the CPI-R is a brief screening test for teacher-administered testing of three-to-six-year-old children. It is intended to indicate the six-year-old children. It is intended to indicate the degree of disadvantage which a child from a deprived background has, at the time of entering school, so that deficits can be remediated. The CPI-R has 64 items in four factor-analytically derived subtests: personal-social responsiveness; associative vocabulary; numerical concept activation; and sensory concept activation. Items are scored correct or incorrect, and responses are recorded in the four-page booklet. Examinees may draw in the booklet, and periodic reinforcement for correct answers may be given by the examiner. Studies of the swers may be given by the examiner. Studies of the CPI's validity are minimal. When it was administered to 317 North Carolina kindergarteners, there was found to be a socioeconomic component in-volved in test scores. There was also a correlation

between CPI scores and intelligence quotient. Test norms are based on scores of 1531 children in over 150 Head Start classes, aged 3 to 6. Test reliability is reported as ranging from .86 to .92. (GDC)

TM 850 768

FID 264 282
Prestwood, J. Stephen And Others
Armed Services Vocational Aptitude Battery: Development of an Adaptive Item Pool.
Assessment Systems Corp., St. Paul, Minn.
Spons Agency—Air Force Human Resources Lab.,
Brooks AFB, Tex. Manpower and Personnel Div.
Report No.—AFHRL-TR-85-19
Pub Date—Sep 85
Note—930.

Note-93p.

Note—93p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Aptitude Tests, "Armed Forces,
 "Computer Assisted Testing, Data Collection,
 Difficulty Level, "Item Analysis, "Item Banks,
 Latent Trait Theory, Mathematical Models, Ocupational Tests, Psychometrics, Tables (Data),
 "Test Construction, Test Items, Vocational Apti
tiols, Vouns Adults. tude, Young Adults
Identifiers—\*Armed Services Vocational Aptitude

Battery, Domain Specifications, Theta Estimates, Three Parameter Model

Three Parameter Model
In order to take advantage of advances in the field
of mental measurement, the Armed Forces and the
Department of Defense have supported the development of a computerized adaptive version of the
Armed Services Vocational Aptitude Battery (ASVAB) for use in military personnel selection and
classification. This report describes the development and calibration of item pools for each of nine ASVAB content areas. Domain specifications were developed for the content areas, and more than 3,600 items were written. The items were then pretested on samples of recruits. These data were used tessed on samples of fectuals. These tasks were used to select items for calibration in a sample of over 138,000 examinees tested in Military Entrance Processing Stations and their associated testing sites in May and June of 1983. The calibration data were shay and state of 1955. The canonic data when then analyzed using both an equivalent-groups design and a joint-calibration design that used matched experimental and operational test data. Item response theory a, b, and c parameters based on the three-parameter logistic item response model were computed. The parameters resulting from the joint-calibration approach were recommended for operational use. (Author)

TM 850 769 ED 264 283

Burns, John L. And Others Attribution of Cassality for Successful Performance by Kindergarten Children. Pub Date—7 Nov 85

Pub Type—13p.; Document contains light type.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

ports - Research (143) EDRS Price - MF01/PC01 Plus Postage. Discriptors—"Attribution Theory, Early Child-hood Education, Egocentrism, "Kindergarten Children, "Locus of Control, Personality Mea-sures, Preschool Tests, "Self Concept, Self Con-cept Measures, Sex Differences, "Success Identifiers—Behavioral Academic Self Esteem, Stanford Preschool Internal External Scale

Stanford Preschool Internal External Scale
Three hypotheses were tested regarding the attribution of causation for successful behavior by kindergarten children: (1) self concept-children with
high self esteem make internal attributions and
those with low self esteem make external attributions; (2) locus of control (LOC)-children with internal LOC make internal attributions and those
with external LOC make external attributions; and
(3) attribution theory self-cervine his accordance. with external LOC make external attributions; and (3) attribution theory, self-serving bias approach -successful performance leads to internal attributions. Cooperamith and Gilbert's Behavioral Academic Self Esteem (BASE) rating scale measured self concept, and the Stanford Preschool Internal-External Scale (SPIES) assessed LOC in 43 kin-dergarten children. Teachers completed the BASE to compare self concept and self attribution. The children completed the 14-item SPIES. They completed a wooden puzzle and gave an explanation for their performance, indicating self-attribution. Pre-liminary analysis yielded no sex differences. Hypothesis 3 was clearly supported; following successful performance. 35 subiscet made internal iminary analysis yielded no sex differences. Hypothesis 3 was clearly supported; following successful performance, 35 subjects made internal attributions and six made external attributions. As for hypothesis 2, no relationship was found between LOC and attribution. Hypothesis 1 was not supported; self concept did not differentiate the attribution. The property of the property of the supported o tions. There was no significant correlation between BASE and SPIES scores. Neither self concept nor

LOC, either singly or together, were significant pre-dictors of attributions. (GDC)

ED 264 284

TM 850 771

Baylor, Jack Baylor, Jack.
Assessment of Microcomputer Attitudes of Educa-tion Students.
Pub Date—Nov 85

Note—15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985). Pub Type—Reports - Research (143) — Speeches

Pub Type—Reports - Research
Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Adult Students, \*Age Differences,
Attitude Change, \*Attitude Measures, \*Computer Science Education, Higher Education, Inservice Teacher Education, \*Microcomputers, Predictor Variables, Pretests Posttests, Semantic Differential, \*Sex Differences, \*Teacher Atti-tudes, Teacher Background

tudes, Teacher Background Identifiers—\*Computer Anxiety
The attitudes of educators toward computers were assessed as well as their attitude change while taking an introductory microcomputer course. Sex and age differences were also investigated. Subjects is-cluded a sample who were surveyed by mail and a group of 22 teachers who were enrolled in a microcomputer course. A 44-item attitude question-naire and 6 semantic differential tests were stered. Other data collected included profe sional involvement, grade level involvement, age, years of teaching experience, sex, computer experi-ence, and educational level. Results indicated that: (1) there was a significant increase in positive attitudes toward computers after participation in the course; (2) educators who registered for the course had more positive computer attitudes than those who did not; (3) sex and age did not predict educa-tors' attitudes toward computers; (4) females felt somewhat more favorable toward computer assisted somewhat more favorable toward computer assisted instruction, flowcharting, computers, and calculators; (5) males responded more positively toward programming and BASIC language; (6) older students aged 41-70 were more positive toward computers, calculators, and computer assisted instruction; and (7) younger students aged 20-40 felt more positive toward flowcharting, programming, and BASIC language. (GDC)

ED 264 285 TM 850 772 Claus, Richard N. Girrbach, Charmaine J.
An Assessment of the Saginaw Successful Schools
Project: A Look at the Data.
Saginaw Public Schools, Mich.

Pub Date-18 Oct 85 Note—29p.; Paper presented at the Joint Meeting of the Evaluation Research Society and the Evaluation Network (Toronto, Canada, October 17-19, 1985)

1985).
Pub Type— Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/FC02 Plus Postage.
Descriptors—\*Academic Achievement, Educational Environment, Educational Facilities Improvement, Educational Improvement,
Elementary Secondary Education, Evaluation
Methods, \*Improvement Programs, Mathematics
Achievement, \*Participant Satisfaction, Program
Evaluation, Reading Achievement, School Districts, \*School Effectiveness, \*School Involvement, School Personnel, School Surveys
Identifiers—California Achievement Tests, Michi-

ment, School Personnel, School Surveys
Identifiera—California Achievement Tests, Michigan Educational Assessment Program, "Saginaw
City Schools Project, "Saginaw City School System Mi, School Improvement Survey
The Saginaw Successful Schools Project (S3P)
was described and evaluated using data collected
from 1980 to 1985. S3P is a school improvement
resilect head on instructional and achool effective. from 1980 to 1983. S3P is a school improvement project based on instructional and school effectiveness research findings; but the starting point for change is determined by staff in each of the 31 school buildings. The School Improvement Survey (SIS) was administered to school staff to evaluate (SIS) was administered to school staff to evaluate teamwork and communications, administrator teacher relationship, school effectiveness, and instructional effectiveness. SIS results were used to create a building profile, which was used by the building staff to identify potential areas of improvement. The staff agreed on a plan, which was implemented, monitored, and evaluated. Staff commitment to S3P was assessed; it has increased from 1983 to 1985. Goals listed in each school's building plan were studied; levels of satisfactory attainment were reported for 70 to 100 percent of the goals. Data from the Michigan Educational Assess-

ment Program indicated reading and mathematics achievement in grades 4, 7, and 10. California Achievement Tests (CAT) data were available for reading and mathematics in grades 1, 3, 5, 8, and 11.

It was concluded that the results appeared promising. A number of specific recommendations are appeared (GDC)

ED 264 286 TM 850 773

ED 264 286

Mangino, Evangelina And Others
Student Achievement, 1984-1985.
Austin Independent School District, Tex. Office of
Research and Evaluation.
Report No.—AISD-ORE-84-58
Pub Date—84
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PCU2 Plus Postage.
Descriptors—"Academic Achievement, "Achievement Tests, Black Studenta, College Entrance Examinations, Elementary Secondary Education, Hispanic Americans, Minority Group Children, Norm Referenced Tests, Pretests Posttests, School Districts, "Scores, State Programs, Student Characteristics, "Testing Programs, "Test Norms, Test Results, Trend Analysis Identifiers—"Austin Independent School District TX, Iowa Tests of Basic Skills, National Merit Scholarship Qualifying Test, Scholastic Aptitude Test, Texas, Texas Assessment of Basic Skills Results are summarized for the Austin, Texas, In-

Test, Texas, Texas Assessment of Basic Skills results are summarized for the Austin, Texas, In-dependent School District (AISD) schievement testing program during the 1984-85 year. The data are presented to compare AISD results to national and urban averages. The performance of AISD stu-dents on other tests is presented, as well as two-year and six-year trends. Both percentile and grade equivalent scores are provided for Black, Hispanic, Other, and Total student groups. Major findings in-clude: (1) AISD students consistently achieved above the national average in grades 1-12 in all area-language, reading writter, expression using ineas-language, reading, written expression, using in-formation sources, mathematics, science, social studies, and work and study skills; (2) achievement studies, and work and study studie; (2) acmevement trends are upward at all grade levels for the last two years; (3) minority student achievement increased at a greater rate than nonminorities; (4) AISD stud-dents achieved higher than two-thirds to three-fourths of the national urban average; and (5) kindergarten students progressed over nine months in language skills during a seven-month period. Fur-ther needs are identified concerning seventh and eighth grade achievement and elementary school nathematics. (GDC)

ED 264 287 TM 850 774

Reder, Lynne M.

Beyond Associations: Strategic Components in Memory Retrieval.

Carnegic-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-85-3 Pub Date—3 Oct 85 Contract—N00014-84-K-0063 Grant-BNS-03711

(Eds.), Memory and Learning: The Ebbinghaus Centennial Conference, Hillsdale, N.J.: Lawrence

Centennas Contrence, Filindase, N.J.: Lawrence Erlbaum Associates, 1986.

Pub Type— Reports - Research (143)

EDRS Price - MF0L/PC02 Plus Postage.

Descriptors—"Association (Psychology), "Cognitive Restructuring, Educational Research, "Learning, Learning Strategies, "Learning Theories, "Memory, Prior Learning, Recall (Psychology), "Company of the Psychology", "Recall (Psychology), "Recall (Psychology), "Contrence of the Psychology of the Ps

ogy)
Identifiers—\*Bartlett (F C), \*Ebbinghaus (H)
There are two dominant approaches to understanding human memory, one in the tradition of Ebbinghaus, the other in the tradition of Bartlett. The former approach views learning as the forma-tion of associations, while the latter views memory as the process of reconstruction of fragments based on prior knowledge. These positions are often con-sidered antithetical: Ebbinghaus was concerned with "laws" of memory and tried to control for prior knowledge; Bartlett was concerned with how world knowledge interacts with learning and me ory. This paper argues that one can collect data that supports either position because people can adopt one of several memory strategies. Data are reviewed that illustrate that the same knowledge structure

can produce dramatically different results, depending on the strategies that operate on that structure. A three-page bibliography and six figures are included. (Author)

ED 264 288 TM 850 776

ED 264 288

Doron, Rina
The "Average System" - A New Technique for Equating Scores on Different Tests Constructed from an Item Bank.
Pub Date—Dec 84
Note—17p.; Paper presented at the International Conference on Education in the 90's (1st, Tel-Aviv, Israel, December 16-19, 1984). Prepared at the Center for Technological Education, Holov, affiliated with Tel-Aviv University.
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Achievement Tests, Arithmetic, Comparative Analysis, "Equated Scores, Grade 5, Intermediate Grades, "Item Banks, "Measurement Techniques, Reliability, Scaling, "Test Construction, Test Validity Identifiers—"Rasch Model, "Rasch Scaled Scores An alternative procedure is examined to compare

An alternative procedure is examined to compare test scores which does not require the utilization of computers and therefore, can be easily employed by classroom teachers. This technique is called the Avcomputers and therefore, can be easily employed or classroom teachers. This technique is called the Av-erage System: a simple way to score examinees us-ing information obtained from a representative sample (or samples). Examinees are ranked on a four point ordinal scale, using information on item difficulty derived from different groups in the repre-sentative sample, for estimating average scores of different groups in the population. This system ena-bles comparison of examinees' scores on different tests, constructed out of an item bank. An examin-ee's score is related to the average appropriate to the test, and an ordinal score assigned. Ordinal scores for different examinees can then be compared with-out regard to the test used. The validation of the Average System is discussed. Information about item difficulty according to the Rasch model was also derived to permit the validation of the Average System. The criteria for validation is presented and the method to test for item consistency and match-ing are described. Results indicate that the Rasch Model and the Average System are interchangeable ing are described. Results indicate that the Rasch Model and the Average System are interchangeable regarding examinee ranking and measurement tem-poral stability. (PN)

ED 264 289

ED 264 269 TM 850 777
Christensen, James E.
Cognition, Knowing, and Understanding: Levels,
Forms, and Range.
Pub Date—Nov 83
Note—11p; Paper presented at the Annual Meeting of the Australian Association for Research in
Education (Canberra, Australian Capital Territory, November 23-27, 1983).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

(070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cognitive Processes, \*Comprehension, Curriculum Development, Educational Assessment, Educational Needs, \*Educational Planning, Educational Quality, Educational Research, \*Egistemology, \*Knowledge Level Identifiers—\*Conceptual Analysis, \*Educological Research

Research Cognition, knowing, and understanding are analysed in terms of levels, forms, and range. It is found that cognition is knowing Three levels of knowing (pre-conventional, conventional, post-conventional), three levels of understanding (prehension, comprehension), and six forms of knowing (figuistic, emotional, imaginal, physical, physiological, conative) are distinguished. Levels and forms of knowing operate as a system and constitute a range of knowing. One's range of knowing determines one's extent of understanding. The three levels and six forms of knowing are composed and contrasted with the categories of cognition posited by: Bloom, Engelhart, Furst, Hill, Krathwohl, and Massis, Bruner; Piaget; Gagne; Kohlberg; Collis and Biggs; and Maccis and Steiner. The conclusion is drawn that the three levels and six forms of knowing drawn that the six forms of kno and Biggs; and Maccia and Steiner. The conclusion is drawn that the three levels and six forms of knowing are critical, elemental categories and that the categories of knowing positice by other researchers are either subsets, combinations, or conflations of these elemental categories. (Author)

Comparing the Long and Short Forms of the Student Version of the Jenkins Activity Survey, Pub Date—[85]
Note—29p.
Pub Ture

Note—29p.

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Rating Scales, College Students, \*Comparative Testing, \*Factor Analysis, \*Factor Structure, Goodness of Fit, Higher Education, Mathematical Models, Measurement Techniques, \*Personality Measures, \*Test Theory Identifiers—\*Jenkins Activity Survey (Student Version), LISREL Computer Program, Person Product Moment Correlation, Type A Behavior, Type B Behavior,

B Behavior
This paper reports on a short version of the Student Jenkins Activity Survey (JAS), a multiple choice questionnaire that measures Type A "coronary-prone" behavior in assessing subjects 'A/B types. The primary objective was to determine if the short and long forms of the student JAS represent similar measurement instruments. A secondary objective was to determine if the short and o'r the long JAS results in comparable factor patterns and covariance structures for As and Bs. The short Student LAS gives factors, that are more independent than JAS gives factors that are more independent than those of the long JAS, and provides a more comparable structure for Type As and Bs. The present results suggest that researchers should still use the short form since its structure most closely resembles that hypothesized by the underlying theory. An important finding is that neither the Glass orthogonal nor the oblique two-factor model fit the data well in an absolute sense: less than half of the common variance was explained by any model, on either form. Examination of the residual correlation matrices indicated that two classes of large residuals (self versus perceived others' ratings and actions versus relatings), which were largely responsible for the sig-nificantly poor fits, were observed on every LISREL computer run. (PN)

ED 264 291 TM 850 782

Norton, Splvia And Others
The Effects of an Independent Laboratory Investigation on the Critical Thinking Ability and Scientific Attitude of Students in a General Microbiology Class.
Pub Date—Nov 85

tion Date—Nov 63 lote—18p; Paper presented at the Annual Meet-ing of the Mid-South Research Association (14th, Biloxi, MS, November, 1985). ub Type—Speeches/Meeting Papers (150) — Re-

ports - Research (143) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Attitude Measures, Community Colleges, "Critical Thinking, Higher Education, "Laboratory Experiments, Laboratory Procedures, Microbiology, Multivariate Analysis, "Scientific Attitudes, Student Attitudes, "Teaching

dures, Microbiology, Multivariate Analysis, \*Scientific Attitudes, Student Attitudes, \*Teaching Methods
Identifiers—\*Scientific Attitude Inquiry, \*Watson Gliaser Critical Thinking Appraisal
To demonstrate that properly designed laboratory instruction does provide affective and higher order learning benefits, an experiment was carried out in two replications. The subjects were 80 students enrolled in General Microbiology at Wallace Community College, Alabama. Students were randomly assigned to experimental and control groups. The experimental group was randomly assigned a culture of bacterium to be identified. Using references and a list containing their unknowns, they were told to work independently. Instructors provided no help except supervision for safety purposes. The control group continued with step-by-step verification laboratory exercises, working in pairs with direct supervision and instruction. Following three weeks of treatment, the Watson-Glaser Critical Thinking Appraisal and then the Scientific Attitude Inventory were administered. Results indicate that the treatment of the independent laboratory investigation did not have a significantly different effect on the dependent measures of critical thinking shility. Inventory were administered. Kesuis indicate that the treatment of the independent laboratory investigation did not have a significantly different effect on the dependent measures of critical thinking ability and/or scientific attitude when compared to the effect of the performance of verification laboratory exercises by a control group. (PN)

Shaklee, Beverly D. Amos, Neil G.
The Effectiveness of Teaching Creative Problem
Solving Techniques to Enhance the Problem
Solving Ability of Kindergarten Students.

Note—22 p. Ben. Note-22p.; Paper presented at the Annual Meet-

ing of the Mid-South Educational Research Conference (14th, Biloxi, MS, November 6-8, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plas Postage.

Descriptors—\*Creative Development, Creative Thinking, Curriculum Development, Divergent Thinking, Effect Size, \*Instructional Materials, \*Kindergarten, Pretests Postsets, Primary Education, \*Problem Solving, \*Teaching Methods, Voung Children Young Children entifiers—\*Creative Problem Solving, \*Think It

Through

Through
The purpose of this research was to determine the effectiveness of using an adapted version of Creative Problem Solving (CPS) to increase problem solving activities of kindergarten students, and to determine the practical significance of using CPS as a method for increasing problem solving skills of kindergarten students. Data were collected from four groups containing 83 students. The experimental groups received 18 lessons, 30 minutes per lesson in creative problem solving for 6 weeks. The control groups participated in the regular kindergarten curriculum for the 6 weeks. All groups were pretested using Think It Through B and posttested using Think It Through C. While the effect size revealed an educationally significant effect for both the experimental Inrough C. while the effect for both the experimental and control groups, the impact on the experimental group was larger with an effect size of .8 compared with a medium effect size of .6 for the control group. The statistical analysis of the data showed no signifiane statistical analysis of the data showed no significant differences between the groups on problem solving ability after the 6-week interval. However, the results did indicate an educationally significant impact on problem solving acquisition when using creative problem solving techniques with kindergarten children. (PN)

ED 264 293 TM 850 785 Thomas, Felicia
The Effects of Intellectual Functioning and Mediation on Conceptual Learning for Black College
Students.

Students.
Pub Date—Apr 85
Note—95p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18-21, 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available fee: EDRS

able from EDRS. none from EDRS.

Descriptors—Achievement Tests, \*Black Students, College Students, \*Concept Formation, Higher Education, \*Intelligence Quotient, Learning Processes, \*Mediation Theory, \*Paired Associate Learning, Questionnaires, Socioeconomic Background.

Learning, Questionnaires, Socioeconomic Background
Identifiers—"Wechsler Adult Intelligence Scale
This investigation examined the effects of mediation and Intelligence Quotient (IQ) scores on conceptual learning for black college students. It was predicted that higher IQ scoring subjects under non-mediated learning conditions but would significantly outperform lower IQ scoring subjects under mediated learning conditions. Sixty subjects under mediated learning conditions. Sixty subjects learned one of two paired-associate lists and a concept list. Mediation and nonmediation scores were derived for each subject based on performances of previously learned paired-associate word lists. At the conclusion of the concept list, the Vocabulary test of the Wechsler Adult Intelligence Test was administered, followed by a Family Background Questionnaire to ascertain the socioeconomic status of the participants. Separate Scheffe Multiple Comparisons were performed on the two concepts employed (white and soft). The findings indicate that when "soft" was the concept investigated, both the highest and lowest scoring groups profited from the mediation condition; but only the highest scoring group utilized the mediation condition to sufficiently and significantly improve performance over nonmediation. Analyses derived from "white" did group unitzed the mediation condition to sufficiently and significantly improve performance over nonmediation. Analyses derived from "white" did not indicate a significant main effect of either IQ score or condition. In fact, there was reversal of the phenomena found for "soft." (PN)

ED 264 294 TM 850 787

Burion, Linda
The Effects of Musical Accompaniment on Visual
Information Processing within and across Se-lected Personality Type Groups.
Pub Date—Feb 85 ent on Visual

Note-16p.; Paper presented at the Eastern Educa-tional Research Association (8th, Virginia Beach,

VA, February 7-9, 1985). Based on a doctoral dissertation, University of Maryland.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

mose Irom EDNO.

Descriptors—Analysis of Variance, Cognitive Processes, Higher Education, Individual Differences, "Music Therapy, "Personality Measures, Recognition (Psychology), Visual Learning, "Visual

nition (Psychology), Visual Learning, "Visual Measures Identifiers—"Group Embedded Figures Test (Oltman), "Myers Briggs Type Indicator The effects of musical accompaniment on two different visual information processing activities were examined in individuals of differing selected personality types. The Myers Briggs Type Indicator Form G was administered to classes of University students. From the results, four subgroups, the sensing-thinking, sensing-feeling, intuitive-feeling, and the intuitive-thinking were selected with 16 subjects each. Two different visual information processing experiments were conducted. Each experiment contained two parallel portions which were alternately each. Two different visual information parameters were conducted. Each experiment constanted two parallel portions which were alternately presented with musical accompaniment and without musical accompaniment. Experiment 1 consisted of the two parts of the Group Embedded Figures Test (OEFT) by H. A. Witkin. Experiment 2 consisted of two parallel visual recognition tasks. Results of the two-way analysis of variance in Experiment 1 and Experiment 2 indicated no significant differences between the musical accompaniment treatments or among differing personality types in the number of items correct. However, a significant difference did exist in Experiment 1 in the number of referrals between the musical accompaniment treatments. exist in Experiment 1 in the number of referrals between the musical accompaniment treatments. Significantly less referrals to the figure to be traced in the GEFT were made with musical accompani-ment than with no musical accompaniment. There were no significant differences among personality types in the number of referrals. (Author)

ED 264 295 TM 850 788 Haines, Jenny M. And Others

Analysis of a Telephone Survey: A Case Study. Pub Date—7 Nov 85

Note—149; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 7, 1985).
Pub Type—Reports - Research (143) — Speeches/-

ing of the Mid-South Educational Research Association (14th, Biloxi, MS, November 7, 1985).
Pub Type—Reports - Rusearch (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/P01 Plus Postage.
Descriptors—Administrator Attitudes, "Attitude
Measures, "Cost Effectiveness, "Data Collection,
Guidance Programs, Needs Assessment, Questionnaires, "Research Methodology, "School Surveys, "Telephone Communications Systems
Identifiers—"Telephone Surveys, Tennessee
This study analyzes the cost effectiveness of a
telephone survey, using data collected from a survey
of 110 Tennessee public school superintendents.
The subject of the survey was the status and need for
elementary guidance. A telephone survey approach
was selected based on time and cost factors, since
information had to be completed in the shortest
time possible in order to conduct subsequent activities within a two-month period before school ended.
Letters and copies of questionnaires for systems
with and without guidance counselors were mailed
out in advance of phone calls. Follow-up phone interviews sought answers to mailed questionnaires,
and the survey was completed in 2 weeks with a 100 out in advance of phone calls. Follow-up phone in-terviews aought answers to mailed questionnaires, and the survey was completed in 2 weeks with a 100 percent response rate. Tables and graphs relay the following information: (1) size of Tennessee public school systems; (2) number of calling days and com-pletion rate; (3) percentage of calls made to com-plete questionnaire; (4) length of calls obtaining information; (5) contact supplying information; (6) times information obtained and source of informa-tion; and (7) total cost of the telephone survey. (LMO)

TM 850 789 Profiles of Detroit's High Schools: 1975 to 1984. Executive Summary. A Monitoring Commission

Detroit School District, United States District Court Monitoring Commission, Detroit, Mich. Pub Date—Oct 84 Note—25p.; For the complete report, see ED 257

Pub Type— Reports - Evaluative (142) EDRS Price - MP01/PC01 Plus Postage. Descriptors—Behavior Standards, Bilingual Educa-tion Programs, \*Compliance (Legal), Data Col-

lection, \*Educational Assessment, Guidance Programs, High Schools, Inservice Teacher Education, Longitudinal Studies, \*Outcomes of Education, \*Program Braiustion, \*Public Policy, Reading Programs, School Community Relationable, \*School Effectiveness, Student Attrition, Testing, Vocational Education dentifiers—\*Detroit Public Schools MI, Milliken v

Identifiers—"Detroit Public Schools MI, Milliten v
Bradley
This longitudinal study summarizes the findings
of the United States District Court Monitoring
Commission, a temporary agency established under
the Bradley v. Milliken desegregation case. The salient issues illustrated by the study are discussed.
Sources of data highlighted by the commission are
described: (1) the longitudinal survey of teachers
and counselors; (2) the individual school assessment;
and (3) data on high school attrition, proficiency
and age distribution. Findings from data from all
sources are compiled into a component-by-component summary of aggregate data. Summary findings
are given for the following areas: (1) Bilingual Education; (2) Counseling and Guidance; (3) In-Service
Training; (4) Reading; (5) School-Community Relations; (6) Student Code of Conduct; (7) Testing; and
(8) Vocational Education. A graph portrays teacher
and counselor ratings of the Detroit Public High
Schools; a chart shows student attrition from regular
day programs. (LMO) Bradley

ED 264 297 TM 860 001 Gressard, Clarice P. Loyd, Brenda H. Validation Studies of a New Computer Attitudes

Pub Date-85

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th Chicago, IL, March 31-April 4, 1985).

ing of the American Educational Research Asso-ciation (69th Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Re-ports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Attitude Change, "Attitude Mea-sures, "Computers, "Elementary School Teachers, Elementary Secondary Education, Pretests Posttests, "Secondary School Teachers, Teacher Attitudes, Test Reliability, "Erst Validity Identifiers—Computer Anxiety, "Computer Atti-tude Scale (Loyd et al)

The Computer Attitude Scale (CAS) is a Lik-ert-type instrument consisting of 30 items which present positively and negatively worded state-ments of attitudes toward computers and the use of computers. The CAS was subjected to three valida-tion studies. The first study examined the reliability and factorial validity of the CAS and its subscales. The second study correlated the subscales with an-other computer attitude inventory to determine the convergent validity of both instruments. The third study analyzed the results of the preprogram/post-program administration of the CAS subscales to de-termine their effectiveness in reflecting change in computer attitudes as a result of computer instruc-tion and experience. Study participants were ele-mentary, middle school, and secondary teachers. Results of the three subscales are sufficiently stable; (2) the CAS has reasonable convergent valid-ity; and, (3) the CAS is sensitive to attitude changes resulting from computer instruction and experience. The CAS appears to be a convenient, reliable, and valid measure of computer attitudes. (PN)

"Write on Illinoisi" A User's Guide to Scoring Student Essays.

Illinois State Board of Education, Springfield. Evaluation and Assessment Section.

Pub Date—Dec 84

Note—650.

Pub Date—Dec 84
Note—65p.
Pub Type—Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Assessment, Educational Methods, Elementary Secondary Education, "Busay Tests, Evaluation Criteris, "Saving Formulas, State Programs, "Student Evaluation, "Writing Evaluation Identifiers—"Analytical Scoring, "Illinois Inventory of Educational Progress
This report identifies the methods and issues in the evaluation of student writing in classrooms and large scale assessments using an analytical scoring system from the Illinois Inventory of Educational

Progress (IIEP). This guide is written for staff in state offices of education conducting large-scale writing assessments, and also for personnel in colleges of education and local school districts interested in implementing a student writing program. This guide includes the following: (1) purposes of assessing writing; (2) the rating guide for functional writing (discourse aims assessed, writing prompts, and rating criteria); (3) specific elements of the IIEP rating criteria and secoring guide; (4) six-point rating scale; (5) training system; (6) classroom adoptions and options; (7) recruitment and selection of scorers for the IIEP; (8) observations and results of the training and scoring process; (9) student outcomes of the writing assessment; (10) assessment outcomes related to instruction; (11) remarks and directions on future research; and (12) bibliography. Appendices which make up half of the document include: (1) Rating Guide for functional writing and uriting and story of the writing process of the writing assessment; (6) score sheets; (7) check paper and feedback; (8) logistics schedule; (9) example of a well developed paper; (10) glossary for the writing and assessment. (PN)

ED 264 299

TM 860 005

ED 264 299 TM 860 005

ED 264 299
TM 860 005
Thomas, R. Murray
A Scheme for Generating Causes of Learning
Difficulties.
Pub Date—[85]
Note—11p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Educational Diagnosis, "Educational Theories, Elementary Secondary Educationa, "Etiology, Evaluation Methods, Interviews, "Learning Problems, "Models, Observation, Student Evaluation, Testing
A three-stage model to diagnose and treat learning difficulties is presented. The three stages include: status assessment; cause estimation; and treatment recommendations. This paper concentrates on the first part of the second stage—that of generating likely causes for the learning difficulties in a given case. A list of questions is offered to apply the composite theory to diagnose a student's learning disorder. This sequence of questions is based upon biological-genetic foundations; processing information; expectations, models, and consequences; as well as the learner's self-concept and intentions. A brief description is given of four methods to evaluate cause: (1) an analysis of the student as performance pattern at the status-assessment stage; (2) observation of symptoms; (3) the administration of tests; and (4) the conduct of interviews with the student and with others (parents, teachers, counselors, medical personnel, etc.). (PN)

ED 264 300

TM 860 007

ED 264 300 TM 860 007

Smith, Alan D.
Two- and Four-Year College Student Attrition
Research to the 1980's: A Review.
Pub Date—[81]

Research to the 1980's: A Review.
Pub Date—[81]
Note—34p.
Pub Type— Information Analyses (070)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—"Academic Persistence, "Attrition (Research Studies), "College Students, Demography, Dropout Rate, Dropouts, Higher Education, Literature Reviews, Predictor Variables, Socio-economic Influences, Sociooconomic Status, "Student Attrition, "Two Year College Students, Withdrawal (Education)
Basic background information on college student attrition research studies is provided. This paper is divided into nine components that were prominent in the existing literature: (1) higher education and the concern for attrition; (2) factors involved in college student attrition; (3) demographic factors involved in college student attrition; (4) financial factors; (5) socio-economic status; (6) academic achievement; (7) stated reasons for withdrawai; (8) institution type and persistence-the four-year versus the two-year college; and (9) dropout theory. The attrition rate has traditionally been higher for the two-year college. Financial factors are generally consceived to be important in persistence are generally consceived to be important in persistence. The majority of both dropouts and persisters are from the middle socio-economic level, while increased persistence has been associated with higher socio-economic status. High school grade point and rank still appear to be the best predictor of college grades, but the relationship to persistence is unclear. Although

academic, health, family, and general dissatisfaction reasons were common, most items were highly var-ied and dependent on the specific institutional setting. (PN)

TM 860 009

Glaser, Robert
Thoughts on Expertise.
Pittsburgh Univ., Pa. Learning Research and Devel-

opment Center.

pons Agency—National Inst. of Education (ED),
Washington, DC; Office of Naval Research, Arlington, Va. Personnel and Training Research
Programs Office.

Report No.—LRDC-TR-8 Pub Date—1 May 85 Contract—N00014-71-C-0375;

N00014-79-C-

Contract—N00014-71-C-0375; N00014-79-C-0215
Note—36p.; A version of a talk given at the Social Science Research Council conference on "The Study of Expertise as a Model for Life-Span Cognitive Development."
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Aptitude Tests, Artificial Intelligence, "Cognitive Development, Cognitive Processes, Cognitive Development, Cognitive Processes, Cognitive Restructuring, Cognitive Structures, "Heuristics, "Metacognition, "Problem Solving, Schemata (Cognition)
Identifiers—"Expertise
This paper briefly reviews research on tasks in knowledge-rich domains including developmental studies, work in artificial intelligence, studies of expert/novice problem solving, and information processing analysis of aptitude test tasks that have provided increased understanding of the nature of expertise. Particularly evident is the finding that expertise is acquired when people continually try to confront new situations in terms of what they know. Increasing ability to solve problems and generate confront new situations in terms of what they know. Increasing ability to solve problems and generate new information is fostered by available knowledge that can be modified and restructured. Initial knowledge structures, when they are interrogated, instantiated, or falsified by novices in the course of learning and experience lead to organizations of knowledge that are the basis for the more complete schemata of experts. Acquiring expertise is seen as the successive development of procedurally oriented knowledge structures that facilitate the processes of expertise. A set of propositions is listed that summarizes conclusions from research as well as broader inferences and speculations. (PN)

TM 860 010

ED 264 302 TM 860 01
Abbott, Muriel M.
Theoretical Considerations in the Measurement of
the English-Language Proficiency of Limited-English-Proficient Students.
Pub Date—1 Apr 85
Note—11b: Paper presented at the Angual Mee

Note—11p; Paper presented at the Annual Meet-ing of the National Council on Measurement in Education (Chicago, IL., March 31-April 4,

- Speeches/Meeting Papers (150) - Reports - Research (143) EDRS Price - MF01/PC01 Plus Postage.

ports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Elementary Secondary Education, English (Second Language), "Language Proficiency, Language Trests, "Limited English Speaking, "Measurement Techniques, "Program Evaluation, Student Evaluation, "Student Placement, Test Construction Identifiers—"Language Assessment Battery, New York City Board of Education
Limited-English-proficient (LEP) students who are not sufficiently proficient in English to participate effectively in an English-speaking instructional environment must be identified for placement in an appropriate educational program that is designed to improve their acquisition of English language skills must also be measured both for purposes of exiting from the program and for program evaluation. Both placement and evaluation require a measure that assesses different levels of English-language proficiency, Attention is directed to the concept of language proficiency, how best to measure it with relevance to curriculum, appropriate levels of difficulty, and a meaningful frame of reference for the interpretation of scores for different populations. Attention is also directed to issues concerned with constructing an instrument that can differentiate efficiently between English-proficient and LEP students yet, at the same time, provide efficient measurement of the English-proficient and LEP students yet, at the same time, provide efficient measurement of the

progress of the lower-scoring LEP students. These issues are discussed with reference to the New York City Language Assessment Battery (LAB-1982). (Author)

ED 264 303 TM 860 011 Rabinowitz, Mitchell
The Use of Categorical Organization: Not an All-or-None Situation. 1985/15.
Pittsburgh Univ., Pa. Learning Research and Devel-

Pittsburgh Univ. rs. Localing Comment Center.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—85
Grant—BNS-81-09657
Note—17p.

Journal Cit—Journal of Experimental Child Psychology; v38 p338-51 1984
Pub Type—Reports - Research (143) — Journal Articles (080)

Journal Cit—Journal of Experimental Child Psychology; v38 p338-51 1984
Pub Type—Reports - Research (143) — Journal Articles (080)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Analysis of Variance, \*Classification, netrology of the Property of the Pro

TM 860 015 Financial Accounting for New Jersey School Dis-tricts, 1984. The Audit Program. Draft. Pub Date

Pub Date—84
Note—147p.
Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PCb6 Plus Postage.
Descriptors—\*Accounting, Bookkeeping, Capital
Outlay (for Fixed Assets), \*Compliance (Legal),
Educational Equity (Finance), \*Educational Finance, Elementary Secondary Education, Federal
State Relationship, \*Financial Support, Government Role, Grants, Legal Responsibility, Revenue
Sharing, School District Spending, State Aid,
State Boards of Education, \*State Programs, State
Standards

State Boards of Education, "State Programs, State Standards Identifiers—"Audits (Finance), "New Jersey Background information for the auditing of New Jersey School Districts is given. Included are chapters on the following: (1) a digest of the School Audit Law, Title 18A:23-1 to 18A:23-1 to 18A:23-1; Q directives to the Boards of Education; (3) school district bookkeeping; (4) scope of funds to be audited; (5) conducting the school audit; and (6) sample of audit report containing reports from several funds including, (1) General; (2) Special Revenue; (3) Capital Projects; (4) Debt Service; (5) Enterprise; (6) Trust and Agency; (7) Student Activity; (8) General Fixed Assets Account Group; 9) General Long-Term Debt Account Group; and (10) Supporting Schedules. Described in appendices are the following: (1) Circular A-102, Attachment P and Compliance Supplement; (2) School Nutrition Program requirements; (3) fund classification descriptions; (4) Chapters 192/193 State Aid Payments; (5) accounting for special projects; and (6) qualifications of independent auditors. LMO)

ED 264 305 TM 860 016

Broad-Based Involvement in a Study of Alterna-tive Testing Strategies for Louisiana.
Louisiana State Dept. of Education, Baton Rouge.
Pub Date—Oct 84

Note—10p.; Paper presented at the Annual Meeting of the Evaluation Research Society (San Francisco, CA, October 11, 1984).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF91/PC01 Plus Pestage.
Descriptors—Administrator Attitudes, "Competency Based Education, Elementary Secondary Education, Interviews, "Minimum Competency Education, Interviews, "Minimum Competency Testing, Parent Attitudes, "Program Evaluation, Program Improvement, "State Standards, Teacher Attitudes, "Testing Programs In 1984 the Louisiana Louisiana Basic Skills Test In 1984 the Louisiana State Superintendent of Education directed the Bureau of Evaluation to conduct a study of alternative testing strategies for the

In 1984 the Louisians State Superintendent of Education directed the Bureau of Evaluation to conduct a study of alternative testing strategies for the State, keeping in mind the possibility that retaining the current testing program was an alternative to be considered. The Bureau designed a study calling for the involvement of four distinct groups: (1) the general public; (2) parents of children affected by the State testing program; (3) local education agency (LEA) teaching and central office staff; and (4) Staff Program administrators or policymakers. Participants were selected by local superintendents for skills as opinion-leaders, and by State Department of Education administrators at the state level. Group interviews and individual interviews provided data. Groups were almost unanimous in identifying major purposes for a state testing program: (1) parents wanted information about how their children were doing on skills beyond the minimums; (2) LEA staff felt this should not be a requirement for a promotion; and (3) both groups were happy in suggesting a strategy that would give normative data on higher level skills, but that would not count them as a promotion requirement. Pre-interview training proved to be successful. This study procedure was extremely labor-intensive, and suggestions from interviews had to be carefully weighed by technical staff. (LMO)

TM 860 017 Wardell, David Close Procedu re. An Historical Review.

Warael, Durius
Close Procedure. An Historical Review.
Pub Date—85
Note—25p.; A qualifying paper for the Ed.D. degree, Portland State University.
Pub Type— Dissertations/Theses - Undetermined (040) — Information Analyses (070)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Cloze Procedure, Cognitive Processes, Context Clues, Cues, Language Patterns, \*Language Processing, Language Research, \*Language Procedure, Recognition, Redundancy, \*Substitution Drills, Syntax, \*Test Format, Word Recognition Cloze procedure, a testing method which systematically deletes words in written prose and then measures the accuracy of the information is reviewed from a historical viewpoint. Redundancy placed in a verbal context and can be noted on three measures the accuracy of the information is reviewed from a historical viewpoint. Redundancy is placed in a verbal context and can be noted on three separate levels of language: (1) surface syntactic structure; (2) deep syntactic structure; and (3) semantic structure. Each level is said to contribute to an individual's ability to perform successfully with cloze materials. Cloze technique has been in use in syschology since 1897 when Hermann Ebbinghaus used it to explore the properties of memory. The Stanford-Binet Intelligence Test used closure principles, as did tests designed by Thorndike and Miller and Selfridge. Wilson Taylor presented an introduction to cloze technique in 1953, and Ellington (1981) developed a more eclectic approach to cloze procedures. Discrepancies in predicting the significance of the results of cloze tests have proven to be troublesome. The cloze technique may not be suitable for evaluating higher-order language skills. A correlation between cloze scores and multiple-choice scores has been established by Bormuth and factor validity for cloze tests as measures of comprehension ability have been tested. Other uses for cloze procedures include evaluating student writing and checking for plagarism. (LMO)

Huckel, Lorraine H. Velicer, Wayne F. Component Structure of the Attribution Style Questionnaire. Pub Date—Mar 85

Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (36th, Boston, MA, March 1985). Document contains small type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pustage.

Descriptors—"Depression (Psychology), Factor Analysis, Factor Structure, Higher Education, Individual Characteristics, \*Locus of Control, \*Projective Measures, \*Psychological Evaluation, "Questionnaires, Scoring, Self Evaluation (Individuals), \*Test Validity, Young Adults Idantifiers—"Attribution Style Questionnaire (ASQ) is a short (36-tiem) objective inventory which assesses cognitions regarding responsibility for bad and good outcomes relevant to cognitive models of depression. Three alternative scoring systems have been

outcomes relevant to cognitive models of depression. Three alternative scoring systems have been proposed; no scoring system has been empirically verified. Convergent and discriminant validity have been demonstrated. In the present study, data from a mixed-sex sample group of 328 volunteer subjects were employed to assess the internal validity of the ASQ and to determine which of the proposed scoring systems, if any, is empirically supported. A principal components analysis resulted in two clearly interpretable components. The first component was comprised of internality, stability, and globality ratings for good outcomes (Good Composite); the second component was comprised of internality. ings for good outcomes (Good Composite); the sec-ond component was comprised of internality, stability, and globality ratings for bad outcomes (Bad Composite). Results generally corroborate the proposed two-dimensional structure and scoring system. However, internal consistency is only mod-erate and response biases appear to be inadequately controlled. Contrary to the pivotal role theoretically attributed to perceived internality for negative out-comes, internality attributions do not substantially contribute to the empirically derived Bad Compos-ite scale. (Author)

TM 860 019

ED 264 308 TM 86 Ryujin, Donald H. Herrold, Alison J. Cross-Sex Comparisons: A Word of Caution. Pub Date—Mar 85

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March, 1985).

(36th, Boston, MA, March, 1983).
Pub Type-Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/P001 Plus Postage.
Descriptors—"Academic Achievement, "Comparative Analysis, Correlation, "Expectation, Higher
Education, Hypothesis Testing, Prediction," Predictor Variables, Questionnaires, Regression (Statistics), "Self Evaluation (Individuals), "Sex
Differences Statistical Analysis, Vouns Adults)

dictor Variables, Questionnaires, Regression (Statistics), "Self Evaluation (Individuals), "Sex Differences, Statistical Analysis, Young Adults The purpose of this study was to examine the nature of the expectancy-performance relationship for each sex and to determine whether cross-sex comparisons are appropriate. Students' expectancies for academic performance and the relationship of the expectancies to actual grades were examined. Subjects were 331 students (168 women and 163 men) enrolled in a variety of courses at a small Midwestern university, and courses were chosen to represent a wide range of sex-role stereotypes as well as sex-role neutral disciplines. On the first day of examination, the experimenter distributed questionnaires asking students to indicate the grade they expected. Actual grades were obtained from professors following the examination. The conclusion was made that, relative to men, women's lower acamade that, relative to men, women's lower aca-demic achievement cannot be attributed to their demic achievement cannot be attributed to their lower expectancies for success, and that women's expectancies do not seem to have the same effect upon, or relationship to, their academic perfor-mance. The conclusion also was made that in order to avoid incorrect cross-sex comparisons, an analy-sis must be made of the equivalence of the with-in-sex regression equations. Suggestions were also made for studies comparing other types of groups. (LMO)

Prinzmetal, William And Others

Does Attention Affect Visual Feature Integration?
Oregon Univ., Eugene. Dept. of Psychology.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Report No.—ONR-85-2 Pub Date—1 Jul 85 Grant—N00014-83-K-0601

Grant—N00014-83-K-0601
Note—579.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attention, \*Cognitive Proce
Color, \*Cues, Higher Education, Psycholog
Studies, Recognition (Psychology), \*Visual
ception, \*Visual Stimuli, Young Adults

Identifiers—\*Feature Integration

This work investigates, first, whether the integration of color and shape information is affected by
attending to the stimulus location, and second,
whether attending to a stimulus location enhances
the precentual representation of the stimulus or whether attending to a stimulus location enhances the perceptual representation of the stimulus or merely affects decision processes. In three experiments, subjects were briefly presented with colored letters. On most trials, subjects were precued to the stimulus location (valid cue); on some trials a non-stimulus location was cued (invalid cue). Subjects sumulus location was cueed (invania cue). Subjects were less likely to incorrectly combine colors and letter shapes following a valid cue. The attentional facilitation afforded by the cue was not limited to feature integration, but also affected the registration of features. However, when the amount of feature information was strictly controlled, attention still affected feature integration. The results indicate that orienting attention to the location of the cue affects the quality of the perceptual representation for features and their integration. (Author).

ED 264 310
Foley, Mary Ann Foley, Hugh J.
Do We Process Frequency Inform TM 860 021 cally?

Pub Date-Mar 85

Note—27p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Advance Organizers, Cognitive Processes, \*Encoding (Psychology), Incidental Learning, Intentional Learning, Language Processing, \*Learning Processes, Letters (Alphabet), Memorization, Pattern Recognition, Receptive Language, \*Recognition (Psychology), Short Term Memory, \*Word Frequency, Word Lists, \*Word Recognition
Identifiers—\*Automatization, Nonsense Words
Two criteria for the automatic encoding of learning, instructional manipulation, and stimulus characteristics were studied in subjects who judged the frequency of occurrence of words, letters, and non-

acteristics were studied in subjects who judged the frequency of occurrence of words, letters, and non-words. In Experiment 1, six word lists were constructed with varying frequency of alphabet letters. A variety of instructions were presented (whether to study word frequency or letter frequency). Some subjects were administered the expected task, and others were surprised with a different test. Results confirmed that subjects were more accurate when they were told to attend to letter frequency (the intentional condition) than word frequency (the intentional condition). they were told to attend to letter frequency (the intentional condition). In the word frequency (the incidental condition). In the word frequency task, subjects who were instructed to remember word frequency performed better than those instructed to remember letter frequency, the distractor. Experiment 2 varied the meaningfulness of letter strings (some were words and some were not) and high versus low probability of occurrence. In general, judgment of frequency increased as did actual frequency. As frequency increased, so did the differences in judgments between meaningful versus nonsense words, and between high versus low probability words. It was concluded that frequency information was processed automatically, but varied according to the type of material presented. (GDC)

TM 860 022 ED 264 311

Shiflett, Samuel And Others
TM 860 022
The Definition and Measurement of Small Military Unit Team Functions. Final Report, July 1980-October 1981.
Advanced Research Resources Organization, Betheada, Md.

Spons Agency—Army Research Inst. for the Be-havioral and Social Sciences, Alexandria, Va. Report No.—ARI-RR-1397; ARRO-3068-FR-R81-4

Pub Date—May 85 Contract—MDA-903-80-C-0516

Contract—MDA-903-80-C-0516
Note—118p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01/PC05 Ples Pestage.
Descriptors—"Behavior Rating Scales, "Classification, Evaluation Criteria, Evaluators, Field Tests,
Interrater Reliability, "Job Analysis, Laboratories, "Military Training, "Personnel Evaluation,
Postsecondary Education, Response Style
(Tests), Team Training, "Teamwork, Test Construction, Testing Problems, Test Reliability, Test
Validity, Videotape Recordings
A study was undertaken to improve the measure-

ment of small team performance within the Army. A provisional taxonomy of team-level performance functions was field-validated; criteria and measures of the functions were developed; and their reliability was examined. The provisional taxonomy, used for observing Army field training exercises, was used to observing Army field training exercises, was used to observe three types of Army teams: mortar squads, infantry squads, and assault ribbon bridge platoons. The taxonomy was then revised to include five functions: orientation; resource distribution (load balancing); timing (activity pacing); response coordination; and motivational functions. The first four of these functions were observed in a small-scale laboratory setting in which briefly trained subjects rated 15 videotaped segments of team activity. The ratings were generally reliable, although there was some acquiescence bias leading raters to rate functions as present when they were not. The experimental materials, including the Team Function Rating Scales, are appended. (GDC)

ED 264 312 TM 860 023 ED 264 312 TM 860 023 Hoffman, Lee McGraw Rachal, Junella Determining Directions for a State Testing Pro-gram: Finding Out What People Want. Louisians State Dept. of Education, Baton Rouge. Office of Research and Development.

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type - Speeches/Meeting Papers (150) - Re-

ciation (69th, Chicago, II., March 31-April 9, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDIRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Attitude Measures, Boards of Education, Criterion Referenced Tests, Elementary Secondary Education, \*Evaluation Needs, \*Interviews, \*Minimum Competency Testing, \*Needs Assessment, Norm Referenced Tests, Parent Attitudes, \*State Programs, State Surveys, Teacher Attitudes, \*State Programs, State Surveys, Teacher Attitudes, Testing Problems, \*Testing Programs, Test Results Identifiers—Alternatives to Standardized Testing, Louisiana, \*Louisiana Basic Skills Test A variety of adults were surveyed on alternative strategies for the State of Louisiana's minimum competency testing program. Both individual and group interviews were conducted with teachers, local school district supervisors and program administrators, parents, and state board of education members. Participants discussed what a state testing program should accomplish and suggested alternative testing strategies. The current testing program used the Basic Skills Tests (BST). Respondents wanted to retain its diagnostic capabilities and its use for student promotion and accountability. Additional concerns included comparison with national norms, remedial opportunities, policy making information, longitudinal research data, testing of higher-level skilla, and not interfering with regular instruction. Four testing models were developed state criterion referenced test (CRT) including norm referenced items; (2) adaptive state CRT; (3) state CRT Tand published norm referenced test, and (4) state CRT and published norm referenced findings of other groups; and some groups were interviewed repeatedly; participants were informed of findings of other groups; and some groups received training. This method was successful in negociating agreements across a broad range of perspectives. (CDC) tiating agreements across a broad range perspectives. (GDC)

## $\mathbf{u}\mathbf{p}$

UD 024 439 ED 264 313 Levin, Henry M.
The Educationally Disadvantaged: A National Crisis. The State Youth Initiatives Project. Working Paper #6.
Public/Private Ventures, Philadelphia, PA.
Spons Agency—Mott (C.S.) Foundation, Flint, Nucl.

Pub Date—Jul 85

Note—34p.; For related documents, see ED 227
325 and ED 251 555.

Available from—The Resource Center, Public/Private Ventures, 399 Market Street, Philadelphia, Pa. 10106.

Pub Type— Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-

PA 19106

able from EDRS.

able from EDRS.

Descriptors—Cost Effectiveness, "Educational Improvement, "Educationally Disadvantaged, "Educational Education, Labor Force, "Outcomes of Education, Racial Factors, Socioeconomic Influences, State Action, "Student Needs

Identifiers—"Reform Efforts

Available data reviewed in this paper suggest that at least 30% of elementary and secondary school students in the United States are educationally disadvantaged, and that the proportion will rise rapidly

advantaged, and that the proportion will rise rapidly in the future. When these youth reach adulthood, their poor educational foundations will have deletetheir poor educational foundations will have deleterious economic and social consequences, including high rates of unemployment, low incomes, dependence on public assistance and higher rates of criminal involvement. The paper begins by describing the population of educationally disadvantaged students in terms of its composition, growth, and educational performance. Second, the consequences of ignoring the needs of these students are considered. Third, the failure of current rational educational reformance. the failure of current national educational reforms to consider the needs of the educationally disadvantaged population is discussed. And, fourth, an agenda for addressing these needs is outlined. This agenda describes goal setting; accountability; resource allocation; and the responsibilities of government, parents and students, communities of govern-and agencies, colleges and universities, and business and industry. (CG)

ED 264 314

LID 024 519

ED 264 314

Hakuta, Kenji

The Causal Relationship between the Development of Bilingualism, Cognitive Flexibility, and Social-Cognitive Skills in Hispanie Elementary School Children, Final Report.

National Clearinghouse for Bilingual Education, Rosslyn, VA.; Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date-31 Dec 84 Grant-NIE-G-81-0123

Pub Date—31 Dec 84
Grant—NIE-G-81-0123
Note—291p; Appendix C contains small print.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDNS Piece - MP01/PC12 Plus Postage.
Descriptors—Bilingual Education, "Bilingualism,
"Cognitive Ability, Cognitive Measurement, Elementary Education, "Language Skills, Limited
English Speaking, Second Language Learning
This 2-volume document reports on a longitudinal
study of the relationship between bilingualism and
cognitive ability. Previous research has suggested
that bilingualism might have positive effects on cognitive ability. This study focuses on effects for
"non-balanced bilinguals," those who do not have
equal levels of proficiency in both languages. Following an extensive review of research on bilingualism, the study is described. Subjects were
elementary students in a Spanish-English bilingualism, the study is described. Subjects were
elementary students in a Spanish-English bilinguality, nonlinguistic ability, and social perspective
taking. Both cross-sectional and longitudinal analyses showed statistically reliable effects of bilingualism on cognitive abilities, although magnitude and
reliability varied over time and grade level. The results in general support the position of a positive
relationship between bilingualism and intelligence, while
volume 2 consists of 3 appendices: a questionnaire
sent to parents of study subjects, a preliminary report of a demographic study of all Hispanic students
in New Haven giving statistical data in tables and
figures, and measures used in the study including
extensive picture tests. (KH)

ED 264 315 UD 024 533

The Black Experience: Social, Cultural and Eco-nomic Considerations. Proceedings of a Work-shop on the Black Experience. (1st, Chapel Hill, North Carolina, March 14, 1980). North Carolina Univ., Chapel Hill. School of Social

Pub Date-81

Note-186p. Available fromvaliable from—School of Social Work, University of North Carolina at Chapel Hill, 223 E. Franklin St., Chapel Hill, NC 27514 (\$5.00). Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - General (140) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Avallable from EDRS.

Descriptors—Black Culture, Black Education,

\*Black Family, \*Blacks, Child Rearing, Family
Structure, Health Needs, Intelligence Tests, \*Intercultural Communication, Language Usage,

\*Political Influences, \*Public Policy, Racial Relations, \*Social Workers
This publication consists of the proceedings of a
workshop on the social, cultural, and economic experiences of Blacks. The workshops' goals were to
intensify the interest of social workers in the Black
experience; to examine the values which have an
impact on services to Black people; to increase the
knowledge of social workers about Blacks; and to
explore various dimensions of Black family life.
Nine papers are presented: 1) The Role of Language
(Communication) in Black-White Relations (Stanley H. Smith); 2) The Dynamics of Public PolicyPacification and the Maintenance of Black Enclaves
in America (LaVerne McCummings); 3) Child
Rearing in the Black Community: Social, Cultural
and Economic Considerations (Lou M. Beasley);

4)The Afro-American Experience: Another Conceptual Perspective for Professional Practice (Edyth
L. Ross); 5) The Black Experience in Education:
The Case of Testing (Howard F. Taylor); 6) Black
Experience in Politics (Howard N. Lee); 8) Black
Experience in Politics (Howard N. Lee); 8) Black
Experience E. Gary). Footnotes and bibliographies are
included. (CO)

ED 264 316

ED 264 316 LID 024 536

ED 264 310
Sullivan, Mercer L.
Teen Fathers in the Inner City: An Exploratory
Ethnographic Study. A Report to the Ford
Foundation Urban Poverty Program.
Vera Inst. of Justice, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Apr 85
Note.—709.

Pub Date—Apr 85

Note—79p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PCb4 Plas Postage.

Descriptors—\*Adolescents, Child Rearing, Community Attitudes, \*Early Parenthood, \*Economically Disadvantaged, Family Relationship, Father Attitudes, \*Fathers, Minority Groups, \*Parent Role, Pregnancy, Sex Education, \*Sexuality, Unemployment, Urban Youth Identifiers—New York (New York)

Identifiers—New York (New York)

Role, Pregnancy, Sex Education, \*Sexuality, Unemployment, Urban Youth Identifiers—New York (New York)
Ethnographic interviews and observations were conducted with a group of teenage males from one inner-city neighborhood who were biological and-for social fathers, i.e., males who were fulfilling fathering roles toward the children of their griffriends. Some of the respondents were not supporting their children, but most were contributing partial support, usually without the knowledge of institutional service providers. They were interviewed concerning the social development of their attitudes and behavior with regard to sexuality and parenting and how their development was influenced by their parents, peers, and neighbors as well as by schools, employers, social service agencies, and the criminal justice system. The interviewers paid particular attention to the role played by high rates of unemployment and underemployment within local communities and how these economic hardships shaped the households and families of these individuals. The findings of the study challenge pre-existing stereotypes of universally heedless, exploitative, and irresponsible behavior. While some of the respondents behavior may be seen as exploitative and thrill-seeking, this did not preclude strong feelings of paternity. The young fathers, their peers who were non-supporting fathers, and other residents of their community all condemmed the abandonment by fathers of their children. At the same time, all members of their children. At the same time, all members of the community recognized the difficulty of obtaining jobs, particularly for those still in their teens. A remarkable diversity of arrangements for child care and financial support found within the sample suggests that economic and educational opportunities are as influential as moral character or ability in determining who in this community works, receives welfare, or takes care of children. Finally, these data suggest several ways in which current social policies affect pattern

UD 024 572 ED 264 317

Public High Schools: Private Admissions. A Report on New York City Practices.

Advocates for Children of New York, Inc., Long Island City.

Spons Agency—Morgan Guaranty Trust Co., NY.; New York Community Trust, N.Y.

Pub Date-85 Note-219p.

Note—219p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF91/PC99 Plus Postage.

Descriptors—\*Access to Education, \*Admission

Criteria, Bias, Blacks, Educational Discrimina
tion, \*High Schools, Limited English Speaking

"Minority Groups, \*Selective Admission, Specia

"Minority Groups, "Selective Admission, Special Education
Identifiers—New York (New York)
This report focuses on how selective, unzoned public high school programs in New York City choose among their applicants and how students from low income, predominantly minority school districts are adversely affected in the process. The following findings are reported: (1) There are no consistent citywide criteris for determining which selection model (screened, unscreened, or educational option) is appropriate for a given program, and, once a model is determined, programs can generally set their own admissions criteria. (2) On the whole, schools do not publicize their selection criteria. (3) In general, schools seek to accept the students with the best grades, scores, and attendance records. (4) Students in predominantly minority areas are accepted at lower rates than the city average and dramatically lower rates than in districts with significant white populations. (5) Demand far outweighs supply in admissions to these selective schools, with only a 22.29% average acceptance rate. (6) School officials are often pressured to give seats to particular individual students, and there is no appeals process for disappointed students to obtain an application review. (7) Schools with white majorities are required to admit an entering class that is more than 30% white, although the applicant tain an application review. (7) Schools with white majorities are required to admit an entering class that is more than 50% white, although the applicant pool is only about 24% white. (8) The application process requires the involvement of four different agencies and is thus confusing. (9) Selective programs do not take a fair share of limited English proficient and special education students, thus burdening zoned high schools in impoverished minority neighborhoods. The report offers recommendations addressing each of the above problems. It concludes with an extensive appendix consisting of a survey of admissions criteris in 50 selective high school programs. (CG)

UD 024 579

ED 264 318 UD 024 57
Crain, Robert And Others
Making Desegregation Work: How Schools Create
Social Climates.
Rand Corp., Washington, D.C.
Report No.—ISBN-0-88410-199-1
Pub Date—Apr 82
Notes 300

Pub Date—Apr 62
Note—302p.
Available from—Ballinger Publishing Company,
P.O. Box 281, 54 Church Street, Cambridge, MA 02138 (\$22.50).

Pub Type— Books (010) — Reports - Research (143)

Pub Type— Books (010) — Reports - Research (143)

Document Not Available from EDRS.
Descriptors—\*Academic Achievement, Class Organization, Desegregation Methods, \*Extracuricular Activities, \*High Schools, \*Racial Relations, Research Design, \*School Desegregation, School Effectiveness, Student Attitudes, Student School Relationship, \*Teacher Characteristics, Track System (Education)

Identifiers—\*United States (South)

This book is the result of a study conducted with 200 high schools in the South to determine what factors make schools effective in educating students and creating a healthy social environment. The book is particularly concerned with improving desegregated high schools and presents specific recommendations for doing so. Using survey data from school personnel and students as well as achievement test scores, the study examines the effects of: (1) various features of desegregation plans; (2) the racial attitudes and behavior of the achools' teaching staff; (3) special programs designed to improve race relations (such as black studies programs, in-ervice human relations training, biracial committees); (4) extracurricular activities; and (5) modifications of the structure of the school (including tracking, individualization, and cooperative learning). In general,

ing a "social climate" which is favorable both to learning and adolescent development, including in-tergroup relations. Discussions of the methodology and technical considerations of the study are included throughout the book. (CG)

LID 024 581 ED 264 319

ED 264 319

Phinney, Jean S. And Others

Ethnis Behavior Patterns among Black and Mexican-American School Children.

Pub Date—Aug 85

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 1985).

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Behavior Patterns, \*Black Students, \*Cultural Differences, Elementary Education, Grade 3, Grade 6, \*Mexican Americans, \*Social Behavior.

In order to assess differences in social behavior In order to assess differences in social behavior patterns among ethnic groups, videotapes were pro-duced of eight brief social episodes that occur com-monly in elementary schools, each taped once with Black actors and once with Mexican-American ac-tors. These were shown to 127 Black and Mexi-can-American boys and girls from third and sixth grade classes in integrated urban classrooms. The chularen were snown the films with actors from their own ethnic group and were asked to write what they would do in each situation. Responses were coded into categories, and chi square analysis was used to examine ethnic group differences overall and by age and sex. There were significant ethnic group differences on five of the eight scenes. The differences stronger at the sixth grade level than at the third grade level, and more evident among boys than girls. The results provide evidence that cultural rences which have been identified among adults can be found in elementary school children as well. For example, it has been shown that Mexican-American culture emphysizes orientation to the group, respect for authority, and a passive coping style. The behaviors of the children in this study reflect these values. In contrast, Black culture has reflect these values. In contrast, Black culture has been portrayed as encouraging expressiveness and active engagement with others. In this study, the Black children were more likely to express feelings of anger, explain their behaviors to teachers, and take action in dealing with social situations. (CG)

ED 264 320 Refugee Materials Center Supplemental Bibliog-raphy. Carricular and Supplementary Materials to Assist in the Education and Resettlement of Refugees and Immigrants. New Material and Nos-Southeast Asian Materials. Department of Education, Kansas City, Mo. Re-

mal Office 7

Pub Date—15 Oct 85

Note—28p.; A supplement to ED 253 616. Pub Type— Reference Materials - Bibliographies

(131) EDRS Price - MF01/PC02 Plus Postage. Descriptors—"Acculturation, English (Second Language), "Immigrants, "Multilingual Materials, "Refugees, "Relocation, "Second Language In-struction, "Vocational English (Second Lan-

atruction, vocations guage)
This is a bibliography of materials for use in resetting and educating refugees and/or immigrants, including new materials added to the general Refugee Materials Center (RMC) collection since the publication of the Refugee Materials Center Bibliography in December 1984. The bibliography lists textbooks for teaching English, other curricular materials and sundementary materials from many textbooks for teaching English, other curricular manurcials and supplementary materials from many sources. In most cases the supplementary materials can be obtained free of charge from the RMC; source and price are given for items not available through RMC. The bibliography is divided into four sections: (1) Teaching English; (2) General Resettlement; (3) Polish Supplementary (one entry); and (4) Ethiopian Supplementary (two entries). Each citation contains a brief description of the document, including language(s). (CO)

ED 264 321 UD 024 584 Cafferty, Pastora San Juan, Ed. McCready, Wil-liam C., Ed.

sics in the United States. A New Social Agenda.

Report No.-ISBN-0-87855-975-2 Pub Date--85

Note—257p. Available from—Transaction Books, Rutgers-State

University, New Brunswick, NJ 08903 (\$29.95, cloth-ISBN-0-88738-018-2; \$12.95, paper-

Cinth-ISBN-0-88738-018-2; \$12.95, paper-ISBN-0-88738-018-2; \$12.95, paper-ISBN-0-87855-975-2).
Pub Type—Collected Works - General (020) — Opinion Papers (120)
Document Not Available from EDRS,
Descriptors—Acculturation, Bilingual Education, Cultural Background, Demography, 'Educational Attainment, Educational Policy, Employment, "Health Needs, Health Services, "Hispanic Americans, Immigrants, Labor Market, Language Maintenance, "Public Policy, Refugees, Religious Factors, "Socialization, "Social Services, Spanish Speaking, Undocumented Immigrants Identifiers—Criminal Justice System, "Immigration This book is a collection of essays about Hispanics

This book is a collection of essays about Hispanics in America, their impact upon the social structure of American society, and implications for the country's future social agenda. Each essay is preceded by an abstract and concludes with references. The essays (and authors) are: 1) "A Demographic Portrait" (Teresa A. Sullivan); 2) "The New Immigration" (Pastora San Juan Cafferty); 3) "Culture and Religion" (William C. McCready); 4) "Toward a Model of Socialization for Hispanic Identity: The Case of Mexican-Americans (Marco A. Martinez); 5) "Language and Social Assimilation" (Pastora San Juan Cafferty); 6) "Hispanics and Education) (Neil Fligstein and Roberto M. Fernandez); 7) "Jobs and Employment for Hispanic (George J. Borias); 8) "Hispanics and Health Care" This book is a collection of essays about Hispanics nancez; /) "Jos and Employment for Hispanics" (George J. Borias); 8) "Hispanics and Health Care" (Aida L. Giachello); 9) "Hispanics and the Social System" (Carmen Rivera-Martinez); 10) "Hispanics and the Criminal Justice System" (Leo M. Romero and Luis G. Stelzner); and 11) "Political Participation" (Ricardo Tostado). In a final section, the editors point to the central themes of the diver-sity that exists among Hispanic groups, the chang-ing social context of immigration and different and account of immigration and different national policies and services for immigrants, and the critical role played by education in the process of economic assimilation and cultural adaptation. The book concludes with discussion of several emerging policy directions. (CG)

Job Patterns for Minorities & Women in Private Industry, 1981. Equal Employment Opportunity Report. Volume 1. Equal Employment Opportunity Commission

Equal Employment Opportunity Commission, Washington, D.C. Pub Date—84

Washington, D.C.
Pob Date—44
Note—671p.; For Volume 2, see UD 024 586.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors—\*Employed Women, \*Employees,
\*Employment Patterns, Employment Statistics,
\*Ethnic Groups, Industry, \*Labor Force, National Surveys, \*State Surveys, \*Tables (Data)
As part of its mandate under Title VII of the Civil
Rights Act of 1964, the Equal Employment Opportunity Commission requires periodic reports from
public and private employers, unions, and labor organizations, indicating the makeup of their workforce by sex and by race/ethnic categories. This
volume contains two tables summarizing data obtained as part of the Employer Information Report
for 1981. Table 1 indicates occupational employment in private industry by race/ethnic group and
sex, and by industry, for the United States as a
whole (excluding Hawaii). Table 2 indicates occupational employment in private industry by race/ethic recompanyed. whole (excluding Hawaii). Table 2 indicates occupa-tional employment in private industry by race/eth-nic group and sex, by state and industry. The data provided come from individual establishment and headquarters' reports for 174,600 reporting units with 34.1 million workers (45 percent of all private, non-farm wokers). The instruction booklet for em-ployers filing data also is included in this volume. (GC)

ED 264 323

Job Patterns for Minorities & Women in Private Industry, 1981. Equal Employment Opportunity Report. Volume 2. Equal Employment Opportunity Commission, Washington, D.C. UD 024 586

Washington, D.C.
Pub Date—84
Note—584p; For Volume 1, sex UD 024 585.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MP03/PC14 Plus Postage.
Descriptors—\*Employed Women, \*Employees, \*Employment Patterns, Employment Statistics, \*Ethnic Groups, Industry, \*Labor Force, Males, National Surveys, Tables (Data), \*Urban Areas Identifiers—\*Standard Metropolitan Statistical Ar-

As part of its mandate under Title VII of the Civil As part of its mandate under Title VII of the Civil Rights Act of 1964, the Equal Employment Opportunity Commission requires periodic reports from public and private employees, unions, and labor organizations, indicating the makeup of their workforce by sex and by race-ethnic categories. This volume contains two tables summarizing data obtained as part of the Employer Information Report of 1981. Table 1 indicates occupational employment in private industry by race/ethnic group and sex and by industry, for Standard Metropolitan Statistical Areas (SMSAs) with populations of one million or more. Table 2 indicates occupational employment more. Table 2 indicates occupational employment in private industry by race/ethnic group and sex for SMSAs with populations of less than one million. The data came from individual establishment and he data came from individual establishment and headquarters' reports for 174,600 reporting units with 34.1 million workers (45 percent of all private, non-farm workers). The instruction booklet for employers filing data also is included in this volume. (GC)

Hispanics and Culturally Sensitive Mental Health Services. UD 024 587

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Center.

Spons Agency—National Inst. of Mental Health
(DHHS), Rockville, MD. Center for Minority
Group Mental Health Program.
Pub Date—85
Grant—2-POI-MH-30569-06A1

Grant - Note—11p.
Journal Cit—Hispanic Research Center Research
Bulletin; v8 n3-4 Jul-Oct 1985
Deports - Descriptive (141)

Bulletin; v8 n3-4 Jul-Oct 1985
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, Child Psychology,
"Cultural Differences, Cultural Influences, \*Folk
Culture, \*Hispanic Americans, \*Mental Health,
"Psychotherapy, \*Puerto Ricans
[dentifera—Cuento Therapy, Cultural Sensitivity,

Identifiers-Cuento Therapy, Cultural Sensitivity The objective of improving mental health care for Hispanics has been reviewed, most often, as dependent upon the provision of culturally sensitive men-tal health services. "Caitural sensitivity," however, is an imprecise term, especially when efforts are made to put it into operation when providing mental health services to Hispanic clients. Nonetheless, there are values and choices implicit in all treatment innovations, and this paper attempts to order and define these embedded assumptions. The concept of cultural sensitivity as used by researchers and men-tal health practitioners working with Hispanics is examined, with a focus on three levels: 1) the process of making existing traditional treatment available to Hispanic clients; 2) the selection of therapies that fit the Hispanic culture, or the modification of the treatment modality selected by incorporating into it Hispanic cultural elements; and 3) the devel-opment of new modalities based upon an aspect of the client's own cultural context. An example of this third approach is Cuento Therapy, a treatment that takes as its medium the folktales of Puerto Rican takes as its medium the folktales of Puerto Rican culture. Through the relating of these folktales to Puerto Rican children experiencing psychological distress, cultural values are transmitted, the mother's role as socializing agent is reinforced, and pride in the cultural heritage is inculcated. It is believed that ego strengths weakened through the acculturative process can thus be reinstated and reinforced. (GC)

ED 264 325 UD 024 588

Gordon, Robin
Ties That Blind: The Price of Pursuing the Male
Mystique, PEER Report Number One.
NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.
Pub Date—81

Pub Juse—5:
Note—5p.
Available from—PEER, 1112 13th Street, N.W.,
Washington, DC 20005. (\$1.00; \$.50 handing
charge per order).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—\*Males, Parent Child Relationship,
\*Psychological Patterns, \*Sex Role, \*Sex Stereo-

types
Identifiers—\*Masculinity
The women's movement has shown how outdated
assumptions about women block their freedom to
achieve and stunt their earning power, but traditional stereotypes also exact a toll from men. Boys
growing up in today's society must "prove" them-

selves to be full-fledged males, and are discouraged from being aesthetic, sensual, and nurturing. Athletics are just one proving ground for masculinity. Messages that equate manhood with toughness and a refusal to compromise may contribute to the high rate of male disciplinary problems in school. Traditional relationships and role expectations between the sexes also place heavy burdens on men, who often are expected to be the sole or major financial support for a family. This pattern has negative consequences for childrearing, as fathers spend relatively little time with their children and are not involved with the emotional aspects of parenting. In general, men's repression of their own emotions results in psychological stress and even in physical illness. Educators have an opportunity to help students of both sexes to free themselves from old notions about sex roles and to expand their concept of femininity and masculinity. A brief list of resources cites an organization, an instructional packet, cites an organization, an instructional packet, books, and two film medium sources. (GC)

UD 024 589 Mirror of Language, The Debate on Bilingualism, Report No.—ISBN-0-465-04636-3 Pub Date—86

Pub Date—86
Note—272p.
Available from—Basic Books, Inc., 10 East 53rd
Street, New York, N.Y. 10022 (\$18.95).
Pub Type—Books (010) — Reports - General (140)
Document Not Available from EDRS.
Descriptors—8 Bilingual Education, \*Bilingualism,
\*Child Language, Cognitive Processes, Elementary Secondary Education, Intelligence, Language
Acquisition, Literature Reviews, \*Second Language Learning, \*Social Influences, Sociolinguistics

guage Learning, "Social Influences, Sociolinguistics
This book provides an overview of bilingualism and bilingual education by examining historical and recent literature, presenting firsthand observations, and demonstrating how both popular views and scholarly research actually mirror larger social issues. Following the first chapter, a brief introduction, chapter 2 reviews the historical controversy over the intelligence of bilingual individuals and discusses how the interpretation of facts regarding bilingualism is tempered to a large degree by current social theories. Different disciplinary perspectives on biling. "For among young children are reviewed in chapter 3, which also charts a shift in scholarly focus from an interest in the description of language behaviors toward the postulation of complex structures in the mind. Chapter 4 examines various ways in which the qualities of the bilingual mind have been characterized, while chapter 5 provides a linguistic view of how children learn a second language acquisition in adults with that in children is the topic of chapter 6. Chapter 7 characterizes a number of bilingual communities and explores the influences of social and cultural values in determining under which conditions a community stabilizes into bilingualism and under which conditions one language acrophies and the community moves toward mononingualism. The topic of chapter 8 is how bilingual education emerges as the salient issue when competing languages and values exist in a society. In conclusion, the 9th and final chapter outlines enduring points of tension that will be found in future debates on bilingualism. (GC)

ED 264 327 UD 024 590

The Louisiana School Effectiveness Study. Phase
One (1980-82), Pilot Year, 1981-82.
Louisiana State Dept. of Education, Baton Rouge.
Pub Date—[82]
Note—214p.; For Phase Two, see ED 250 361-362.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160) — Numerical/Quantitative Questionnal Data (110)

Data (110)

EDRS Price - MF01/PC09 Ptus Postage.
Descriptors—Elementary Secondary Education,
Expectation, \*Institutional Characteristics, Predictor Variables, Racial Composition, \*School Effectiveness, \*Socioeconomic Influences, \*Student Characteristics, \*Teacher Participation, \*Teach ing Experience lentifiers—\*Louisians

steatmers—Louisana
This report summarizes activities of the pilot year
(1981-82) of the Louisiana School Effectiveness
Study (LSES), a five-year exploration of those factors that make some of Louisiana's schools more
effective than others in educating students. The pilot year of the project was conducted in the Caddo

Parish School System and accomplished two tasks:
(1) identification of important socioeconomic and school variables; and (2) construction and pilot testing of a questionnaire designed to measure school climate variables. It was found that schools scoring climate variables. It was found that schools scoring above average on the parish's State Assessment Test scores shared several characteristics: highly educated parents; students with fewest siblings; greatest percentage of fathers in professional jobs and smallest numbers of mothers in nonprofessional jobs; majority white student bodies; faculties with highest educational attainment and teaching experience; and the largest percentage of white teachers. Schools scoring below the parish's average had the reverse ratings on these characteristics. However, a predictive mathematical model found striking contrasts between predicted and actual school performants between predicted and actual school performants. trasts between predicted and actual school perfor-mance. Further analysis determined that the mance. Further analysis determined that the numerous socioeconomic variables explored were so highly correlated as to be considered one separate dimension in school effectiveness, while two separate important dimensions (teacher preparation and teacher experience) emerged among the school variables. Teacher, parent and peer expectations also were found to vary among schools of higher and lower effectiveness. Much of this report consists of tables demonstrating the study's statistical analysis of variables. Student, teacher, and principal questionnaires are appended. (GC)

ED 264 328 UD 024 593 ED 264 328

A Compilation of the Instruments Used in the Sustaining Effects Study. Technical Report #9 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills. System Development Corp., Santa Monica, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date—Apr 79 Grant—OE-300-75-0332

Grant—OE-300-75-0332
Note—234p.; For SES Report #9, see ED 256 837; for related documents, see ED 146 182-183, ED 155 300, ED 163 128-129, and ED 213 783-785. Pub Type—Reference Materials (130) — Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—\*Administrator Characteristics, \*Compensatory Education, Elementary Secondary Education, \*Institutional Characteristics, Measures (Individuals), Questionnaires, School Districts, \*Student Characteristics, \*Teacher Characteristics, \*Teacher Characteristics

Districts, \*Student Characteristics, \*Teacher Characteristics Identifiers—\*Sustaining Effects Study
This volume is an addendum to Sustaining Effects Study (SES) Report \*P and contains all of the non-copyright controlled instruments developed for or employed in the various sub-studies which form the SES project. Student level instruments included are (1) change of status report; (2) household information questionnaire; (3) practical achievement scale; (4) reading and mathematics compensatory education roster; (5-6) student effective measures (primary and intermediate versions); (7) student education roster; (5-6) student effective measures (primary and intermediate versions); (7) student background checklist; (8-9) student participation and attendance records (reading and mathematics); (10-11) student/teacher linkage rosters (regular and summer); (12) summer activity slipsheet; and (13) summer compensatory education and attendance record. Program level instruments provided include four teacher questionnaires: (1) teacher and school information; (2) reading program characteristics; (3) mathematics characteristics; and (4) an abridaed, summer version. School level instruments (3) mathematics characteristics; and (4) an abridged, summer version. School level instruments provided are (1) coordinator's log; (2) cost data interview guide; (3-5) three sections of the principal questionnaire (principal information, school characteristics, and an abridged, summer version; (6-7) regular and summer school principal interview protocols; (8) summer school cost and technical feasibility survey; and (9) a school information questionnaire for principals. Finally, district level instruments include (1) a district and school information questionnaire for susperintendents; (2-3) two sections of a district characteristics questionnaire (regarding district organization and Title I programs); and (4) district expenditure information questionnaire. (GC)

UD 024 55 Support Cost Limits and Participant Character-istics. UD 024 594

General Accounting Office, Washington, D.C. Report No.—GAO-HRD-86-16 Pub Date—6 Nov 85

Note—71p.

Available from—U.S. General Accounting Office,
Document Handling and Information Services
Facility, P.O. Box 6015, Gaithersburg, MD 20877
(first five copies free of charge, additional copies

(first five copies tree of charge, admironal copies \$3.25 each).

Pub Type— Reports - General (140)

EDRS Price - MFDI/PC03 Fass Postage.

Descriptors— \*Employment Programs, Federal Programs, \*Job Training, \*Participant Characteristics, \*Program Costs, Program Implementation, Resource Allocation, \*Work Experience Programs.

istics, \*Program Costs, Program Implementation, Resource Allocation, \*Work Experience Programs
Identifiers—\*Comprehensive Employment and Training Act, \*Job Training Partnership Act 1982. This publication reports on a recent study that compared the new Job Training Partnership Act (JTPA) with its predecessor, the Comprehensive Employment and Training Act (CETA). The study was conducted to determine how the JTPA limit on money for program administration affected the type of individual served and the training provided in the transition year 1984. It was found that the current training act served a better-educated clientele-more high school graduates and students and fewer dropouts—than CETA participants articipants in JTPA generally received less financial support and were more likely to be enrolled in on-the-job training. The number of participants enrolled in work experience programs decreased. While the factors that caused these changes are unclear, the limitation on participant support costs under JTPA does not appear to be a factor. Service delivery areas generally received the waivers on cost limitations that they requested, but few requested such waivers. Thus, any changes that occurred may have been due more to program implementation activities than to the legislatively imposed limitation. (GC)

UD 024 595 Refugee Resettlement Program. Report to the Congress.
Office of Refugee Resettlement (DHHS), Washing-

ton, D.C.

Pub Date-31 Jan 85

Pub Date—31 Jan 85

Note—258p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Adjustment (to Environment), Demography, Employment, \*Federal Legislation, Resource Allocation, State Federal Aid, State Programs, Voluntary Agencies

Identifiers—\*Immigration Legislation, \*Refugee Resettlement Program
This report covers activities carried out under pro-

Resettlement Program
This report covers activities carried out under provisions for federally funded refugee programs from October 1983 through September 1984. Part I lists the reporting requirements of Section 413(a) of the Immigration and Nationality Act, as amended by the Refugee Act of 1980, and identifies where each requirement is addressed in the report's text and appendices. Part II describes the domestic refugee settlement programs and discusses the following areas: (1) admissions quotas and the number of refugees admitted from various countries; (2) initial reception and replacement activities; (3) funds allocated for various activities such as State-administered programs, matching grant programs, refugee cated for various activities such as State-administered programs, matching grant programs, refuge health, refuge education, national discretionary projects, program evaluation, and data and data system development; and (4) key Federal legislative activities. Part III details the characteristics of refugees resettled in the United States since 1975, and includes a profile of the refugees, their geographic location and patterns of movement, the current employment status of Southeast Asian refugees, and the number of refugees who adjusted their immigration status during FY 1984. Finally, Part IV discusses the plans of the Director of the Office of Refugee Resettlement to improve the refugee program in 1985. Appended are statistical tables, Federal agency reports, a list of State refugees coordinators, and a list of refugee health programs funded in various States by the Centers for Disease Control. (GC)

ED 264 331 UD 024 599 Hayes, Geoffrey Levin, Michael J.

A Statistical Profile of Samoans in the United States, Part I: Demography; Part II: Social and Economic Characteristics; Appendix: Language Use among Samoans, Evidence from the 1980

Control. (GC)

Northwest Regional Educational Lab., Portland,

Spons Agency—Employment and Training Admin-istration (DOL), Washington, D.C. Pub Date—Dec 83 Contract—39-3-0946-75-075-01

Note—117p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.

UD 024 599-603.
Pub Type- Reports - Research (143)
EDRS Price - MF0L/PC05 Plus Postage.
Descriptors—Birth Rate, Census Figures, \*Demography, \*Educational Attainment, \*Employment Level, Family Characteristics, Income, \*Language Proficiency, Migration Patterns, Popultion Growth, Poverty, \*Samoun Americans, \*Socioeconomic Status
Identifiers—California, Census 1980, Hawaii, \*Samoun Americans, \*Valination Company Co

Identifiers—California, Census 1980, Hawaii, "Sa-moans, Washington
This paper provides a broad overview of the de-mographic, social, and economic characteristics of Samoans in the United States, focusing particularly on the Samoan populations of Hawaii, California, and Washington, where 85% of Samoans reside. The data is derived from the "race" question on the 1980 Census and other local statistical materials. Demographically, the population is found to be highly

Census and other local statistical materials. Demo-graphically, the population is found to be highly urbanized, young (average age 19.5 years) and with a high fertility rate (averaging 4.3 children per adult woman). The total U.S. Samoan population pro-jected for the year 2000 is most realistically esti-mated at 131,000. Among the three States, Hawaii's Samoans as youngest with a higher dependency. Samoans are youngest, with a higher dependency ratio and lower sex ratio than elsewhere in the United States. Economic and social characteristics outlined in the paper include geographic distribution and urbanization; household structure (averagtion and urbanization; household structure (averag-ing 5.2 persona); family characteristics (49% having children under six, 18% female headed); marital sta-tus (smaller proportion married than average for the United States); income levels (82% of U.S. median income per household); poverty rates (27.5% of families below the poverty level); housing; educa-tion; language; and labor force participation. Gener-ally, Samoans are found to be worse off than other selected groups, even regular phases. Strong differselected groups, even recent refugees. Strong differences appear between Samoans in California, who are much closer to national averages, and Samoans in Hawaii. (An appendix discusses language use among Samoans). (Author/CG)

UD 024 600

Hayes, Geoffrey Levin, Michael J. How Many Samoans? An Evaluation of the 1980 Census Count of Samoans in the United States. Northwest Regional Educational Lab., Portland,

Oreg. Oreg.
Spons Agency—Employment and Training Admin-istration (DOL), Washington, D.C.
Pub Date—Dec 83
Contract—99-03-0946-75-075-01

Note—31p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.

UD 024 599-603.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Census Figures. Data Collection,
"Demography, "Migration, "Population Growth,
"Samoan Americans
Identifiers—"Census 1980, "Samoans
This paper examines various estimates of the Samoan population in the United States and assesses
their relation to 1980 census data. Because Samoans
were enumerated for the first time as a senerate. their relation to 1980 census data. Because Samoans were enumerated for the first time as a separate group, because there are no national records of Samoan births and deaths, and because there are no data on migration to the United States or movement back and forth between the United States and Samoa, estimates vary considerably. The 1980 census counts are compared with other estimates using demographic methods which can provide an estimate of the coverage error. A base population for the of the coverage error. A base population for the United States is established and census data from American Samoa, Western Samoa and New Zealand are combined with vital and migration sta-Zealand are combined with vital and migration sta-tistics to provide a means of estimating the "ex-pected" Samoan population in the United States in 1940. The discrepancy between the population enu-merated in the 1980 census and that estimated by these methods ranges from 4,600 to 8,900, repre-senting percentage differences of from 10 to 17 per-cent. The 1980 census counted 42,000 Samoans in the United States; the estimated population from this analysis is between 46,600 and 51,000. (Au-thor/CG) ED 264 333 UD 024 601

Franco, Robert W.
Modern Samoan Mobility and Urban Adaptation.
Northwest Regional Educational Lab., Portland, Oreg.

Oreg.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—May 84
Contract—99-03-0946-75-075-01

Note-45p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.

UD 024 599-603.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Acculturation, "Cultural Traits, Educational Experience, "Employment Problems, Ethnic Bias, "Job Training, Migration Patterns, Religious Factors, "Samoan Americans, Socioeconomic Status, Underemployment, Unemployment, "Uthan Cultura economic Status, Undement, \*Urban Culture

Identifiers-California, Hawaii, \*Samoans, Wash-

The movement of American Samoans to Hawaii and the U.S. mainland is characterized both by one-way permanent migration and by temporary, circular mobility through Samoa, New Zealand, and the United States. American Samoans have developed adaptive strategies for the urban environment, transforming four traditional social structures for use in the new environment: Samoan culture, ex-tended family, chief and title system, and visiting patterns. Despite these adaptive changes and in-creased roles for churches and community organiza-tions, barriers to positive adaptation continua-Significant barriers are: educational and English language proficiency, limited appropriate pre-mi-gration employment, and discrimination. The adap-tation process can be enhanced through job training programs. They will contribute to communications skills, job skills, and job performance. Broader long-range issues of housing, health, employment, and education can best be met by statewide organizations unifying the Samoan communities and providing programmatic solutions to adaptation problems. (Author/CG)

UD 024 602 ED 264 334

Shore, Bradd Platt, Martha Communicative Barriers to Samoans' Training and Employment in the U.S. Northwest Regional Educational Lab., Portland,

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Pub Date—Jul 84 Contract—39-03-0946-75-075-01

Note—41p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Communicative Competence (Languages), "Cultural Background, English (Second Language), Job Skills, "Language Patterns, "Lim-ited English Speaking, "Samoan Americans, Work Attitudes

ited English Speaking, \*Samoan Americans, \*Work Artitudes
Identifiers—Census 1980, \*Samoans
This paper considers the communicative competence of Samoan migrants and how it affects their effectiveness in working situations. English language skills, written and oral, are assessed, using fieldwork reports and 1980 census data. Traditional Samoan communication is described in order to examine Samoans' second language competence comparatively. Social dimensions of communication in Samoa; Samoan speech registers; personal naming practices and social implications; the status of English in contemporary Samoa; and non-verbal communication are outlined. An ethnography of traditional Samoan conceptions of work and divisions of labor is sketched, highlighting aspects pertinent to the American workplace. The authors find that Samoans are themselves deeply concerned about English proficiency of migrant Samoans combines with unfamiliarity with Western expectations and values associated with work to hamper the ability of Samoans to write resumes, complete job tions and vature associated with work to nample; the ability of Samoans to write resumes, complete job applications, and succeed in interviews. Limited En-glish competence, limited proficiency in reading and writing, conflicting values between the home and school/workplace, and unfamiliarity with An-glo ways of speaking contribute to a high rate of unemployment and underrepresentation of Samo-ans in white collar and supervisory positions. The paper concludes with a discussion of the conse-quences of limited communicative competence in the American workplace for Samoan workers. (Au-

ED 264 335
Study of Unemployment, Poverty and Training
Needs of American Samoans. Final Report.
Northwest Regional Educational Lab., Portland,

Spons Agency—Employment and Training Admin-istration (DOL), Washington, D.C. Pub Date—Jul 84 Contract—99-03-0946-75-075-01

Note—155p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.

UD 024 599-603.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—\*Cultural Background, Demography,
\*Educational Attainment, Educationally Disadvantaged, \*Federal Programs, Job Training, Migration Patterns, Poverty, Public Policy, 'Samoan Americans, \*Social Services, \*Socioeconomic Status, Vocational Education
Lestifage Comm. 1909. Job Technique Partnership.

Status, Vocational Education Identifiers—Census 1980, Job Training Partnership Act 1982, "Samoans
This study utilizes data analysis and field research, including three community conferences of Samoan leaders, service providers, and policymakers, to examine the size and nature of the Samoan communities in the United States, the economic structure of the migrant communities (including job regains and experience, educational achievement structure of the migrant communities (including job training and experience, educational achievement, and English language skille), and the utilization of employment services. It finds that: (1) between 10% and 17% of Samoans may rot have been counted in the 1980 census; (2) Samoans have higher rates of poverty and lower per capita incomes than average for the United States; (3) existing services do not and will not meet Samoan needs; and (4) Samoan youth's difficulties in school and the labor market have severe economic implications. The study recyouth's difficulties in school and the labor market we severe economic implications. The study recommends policy and programmatic solutions. Policy recommendations are for statutory recognition at the Federal level, and set-asides under the Job Training Partnership Act. The programmatic recommendations are: (1) census undercounting should be avoided in the future by Samoan participation in census planning; (2) Samoan cultural information and bilingual staff should be used more widely in providing training and services, and the specific needs of Samoans should be considered in planning services and modelling delivery: (3) link-planning services and planning services and modelling delivery; (3) link-ages between schools and community should be strengthened and in-service training on Samoan culture and parent training should be provided; and (4) closer ties should be developed between schools and work settings; career awareness should be stressed work settings; career awareness should be stressed in schools and training programs; and schools and training programs should take into account the needs of employers in the local labor markets that Samoan youth will enter. Appendixes provide: (1) a profile of fieldwork contacts and community conference participants, and (2) four tables showing range of population projections for Samoans living in the United States and the underlying assumptions. A 4-page bibliography concludes the document. (Author/CG)

ED 264 336 Sturman, Andrew UD 024 604

Immigrant Australians and Education. A Review of Research, Australian Education Review Number Australian Council for Educational Research, Haw-

thorn.

Report No.—ISBN-0-85563-415-4 Pub Date—85

Note—105p.

Available from—Distribution Services Division,
The Australian Council for Educational Research
The Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria 3122, Australia

Pub Type— Information Analyses (070) — Reports - Research (143) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Frice - MPUI Fins Fostage, FC Not Available from EDRS.
Descriptors—Academic Achievement, \*Cultural Pluralism, Educational Attainment, \*Educational Attainment, \*Educational Attainment, \*Educational Attainment, \*Educational Attainment, \*Educational Attainment, \*Education, \*Equal Education, \*Foreign Countries, \*Immigrants, Non

English Speaking, Occupational Aspiration, 
\*Outcomes of Education, Postsecondary Education, School Holding Power Identifiers—\*Australians

This review examines whether immigrant Australians are disadvantaged educationally or vocationally by the education they receive, and whether
their educational experiences are of a high quality
and relevant to their needs. First, data is provided
on the patterns of post-war immigration, along with
information about the changing attitudes of Australian society toward immigrants. Then, a concept of
educational disadvantage is presented, which incorporates elements regarding equality, equity, and
cultural diversity. The aspirations and attitudes of
immigrant Australians toward their schooling experiences are described; in general, immigrants' aspirations are high and their attitudes positive toward
the schools in relation to native Australians. Examriences are described; in general, immigrants' aspirations are high and their attitudes positive toward the achools in relation to native Australians. Examined next are teacher expectations and perceptions, the classroom interaction process, achools' ethnic policies, and schools' roles within the social structure might affect immigrants and contribute to social class inequalities. Two aspects of educational outcomes, retention rates and educational achievement, are considered. Retention and aspirations were found to be high, particularly among non-English speaking immigrants. Achievement was found to suffer at both the primary and secondary level, probably largely due to language related problems. Immigrant experiences with tertiary education are discussed. Immigrants appear to have high aspirations in this area as well, preferring universities and colleges over other institutions. Next is a discussion of how immigrant Australians approach the transition from achool to work, and how well their educational achievements translate into vocational outcomes. Finally, a concluding section discusses problems with research on immigrant Australians. (CG)

UD 024 60 lrown v. Board of Education of Topeka: An Assessment Thirty Years Later. A Series of Lectures and Discussions, Proceedings (Institute, West Virginia, February 10-11 and April 11-13, 1984). ED 264 337 UD 024 606

West Virginia State Coll., Institute.

West Virginia State Coll., Institute.

Pub Date—84

Note—175p.; Also sponsored by the Mountain State Bar Association, Inc., Humanities Foundation of West Virginia, and Greater Kanawha Valley Foundation. Colored paper in appendices may affect legibility. For individual papers see UD 024 607-619.

Pub Type—Collected Works - Proceedings (021) —
Opinion Papers (120) — Historical Materials

(000)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Affirmative Action, \*Black Education, \*Black History, \*Civil Rights, \*Desegregation Litigation, Equal Education, Racial Bias, \*Racial Relations, \*School Desegregation, United

\*\*Racial Relations, \*School Desegregation, United States History
Identifiers—Brown v Board of Education
Papers presented at a 1984 lecture series and symposium on the impact of the 1954 Brown v. Board of Education of Topeka Supreme Court decision case are collected in this report. The papers (and their authors) are: (1) "Legal Aspects of the Brown Decision" (Robert L. Carter); (2) "Desegregation-Integration and the Media: Fallout from the Brown Decision" (Jack Greenberg); (4) "Desegregation Integration and the Media: Fallout from the Brown Decision" (Jack Greenberg); (4) "Desegregation/Integration and the Media: Fallout from the Brown Decision" (Jack Greenberg); (4) "Desegregation/Integration and the Media: Fallout from the Brown Decision in West Virginia Pallout from the Brown Decision on the Media: Fallout from the Brown Decision of Separate and Unequal: The Virginia and West Virginia Heritage-17th to 20th Century" (A. Leon Higginbotham); (6) "Educational Trends and U.S. Commitments Since the Brown Decision on Higher Education" (G. Gordon Gee); (8) "Wisdom and Courage Can Often Prevent Horrible Consequences" (Lawrence D. Reddick); (9) "The Impact of Brown v. the Board of Education of Topeka, Kansas on West Virginia State College" (William J. Wallace); (10) "Education in the Post-Brown Era" (James S. Coleman); (11) "Before and After Brown Education Context of Change" (Eleanor Smith); (12) "The Brown Decision and the Civil Rights Movement: An Historical Perspective" (Charles V. Willie); (13) "From Here-Where?" (James Kelly, Jr.). Appended are (1) a list of acknowledgements; (2) a list of program moderators; (3) a copy of the agenda for the 7-session lecture series and sympo-

sium; and (4) a set of biographical sketches of the speakers. (KH)

ED 264 338

LID 024 607

Carter, Robert L. Legal Aspects of the Brown Decision. Pub Date—84

Note—14p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1934). For proceedings, see UD 024 606. Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Historical Materials

EDRS Price - MF01/PC01 Plus Posta EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Civil Rights,
"Court Litigation, "Desegregation Litigation,
"Federal Courts, Racial Bias, "Racial Relations,
Racial Segregation, School Desegregation,
"United States History
Identifiers—"Brown v Board of Education, Plessy v
Eggregation,

Identifiers—\*Brown v Board of Education, Plessy v Ferguson
In Brown v. Board of Education of Topeks, Kansas, the Supreme Court outlawed segregation in the nation's public schools. This decision has not eliminated racial segregation, but it fundamentally altered the psychological pattern of race relations in the United States. Brown concerned a form of racial discrimination that has virtually vanished from American life: racial segregation enforced by law. Before Brown, 17 States and the District of Columbia mandated segregated public schools, under the "separate but equal" doctrine generated by the Plessy v. Perguson case in 1896. In 1930, the National Association for the Advancement of Colored People (NAACP) began a campaign that would tional Association for the Advancement of Colored People (NAACP) began a campaign that would bring into effect the 14th Amendment's constitutional guarantee of equality for Blacks. The campaign began in States making no provision for the graduate or professional training of its Black citizens. In the first of these cases, the Gaines case of 1938, the Supreme Court eventually ruled that State-imposed racial segregation could pass constitutional muster only if equal facilities were in fact available for Blacks. Throughout the 1940s, the Supreme Court ruled on a series of similar NAACP-instigated cases (including Sweatt v. Painter and McLaurin v. Oklahoma Regents), but was not until the 1950s that the Plessy v. Ferguson Painter and McLaurin V. Oktanoma Regents, but it was not until the 1950s that the Plessy v. Ferguson "separate but equal" doctrine was directly challenged: the Court had still to be convinced that racial segregation itself had an adverse effect on a Black child's ability to learn. Today, thirty years after the Supreme Court finally decided that racial segregation was unconstitutional, there are more segregated schools than there were then. Considerable specialized gains have been made, but the economic gap between Blacks and Whites remains wide. Although disparities in educational attainment have narrowed, Blacks continue to find a different system of financial covariate have former and the system of financial covariate have although the system of financial covariate the system of financia ment have narrowed, blacks continue to find a un-ferent system of financial rewards based on education, and the Black unemployment rate, since 1960, has been uniformly twice or more the White unemployment rate. Brown failed, in part, because both Blacks and Whites tend to underestimate the depth of racism in this country. (KH)

ED 264 339 UD 024 608 Eure, Dexter D., Sr.

segregation/Integration and the Media: Fallout rom the Brown Decision.

Pub Date-84

Pub Date—84

Note—14p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606. Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Affirmative Action, "Blacks, Civil Rights, "News Media, Newspapers, "News Reporting, "Press Opinion, "Racial Attitudes, Racial Bias
[Jennifers.—"Media Role

Identifiers—\*Media Role

Identifiers—"Media Role
The Supreme Court's 1954 Brown decision, which
addressed itself to the question of race, was as applicable to the national media as to the nation's public
schools. In its watchdog role, the media has often
preached to government and businesses, without applying the eame standards to itself. The media, an
industry governed and ruled by white males who
wield aweene amounts of nower, has great impawield awsome amounts of power, has great impact on people's lives, and has had a major influence on institutional racism. Despite its power and influ-ence, the media refuses to be held accountable for its own racism. The "liberal press" would have peo-

ple believe that racism is not reflected in the exclusion of non-whites from its corporate boards, from ownership, and from the ranks of editorial decision makers. Today, 60 percent of the daily newspapers still do not employ a single minority journalist. When minorities are not allowed in newsrooms, When minorities are not allowed in newsrooms, news stories are often incomplete, poorly researched, and largely inaccurate. The source of the media's power, which allows it to continue its hyporcritical practices unchecked, is the reader and viewer. The Black press has attempted to reach the Black audience, but most of the established Black publications are now experiencing declines. If the media is to intelligently interpret our constantly changing society, it must continue its "catch up" affirmative action programs by active recruiting and raining of minority journalists. The media must improve its coverage of black concerns and newsmakers, and not continue to ignore or control public opinions toward the actions of major black leaders like Andrew Young and Jesse Jackson. (KH)

ED 264 340

TID 024 609

Greenberg, Jack Civil Rights Law and the Brown Decision. Pub Date—84

Note-14p.; In: Brown v. Board of Education of Note—14p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginis, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606. Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - General (140) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Blacks, Civil Rights, Civil Rights, Civil Rights, Givil Rights, "Government Rode, Public Policy, Racial Integration, "Faceial Relations, "School Desegregation, Social Discrimination, "United States History

gation, Social Discrimination, "United States Fis-tory
Identifiers—"Reagan Administration
The Brown decision of 1954 was the product of a
planned program of litigation begun in the late
1920s and the early 1930s by a group of Black lawyers. Their work would not have succeeded it we
the ethos of the United States had not been changing yers. Their work would not have succeeded if the ethos of the United States had not been changing simultaneously. The growth of a climate more conducive to civil rights is reflected in the presidential administrations of Truman through Carter. The 1947 "Truman Committee Report" called for race relations, and under Truman, the national government supported civil rights lawyers in some of their most important litigation. Although Eisenhower was reportedly appalled by the Brown decision, he did nothing to hinder the implementation of the decision and sent military forces to Little Rock, Arkansas, when the first armed insurrection against Brown arose. Kennedy supported Brown both publicly and privately, and Johnson was a vigorous proponent of civil rights, who fought effectively for the Civil Rights Acts of 1964 and 1965 and created bureaucracies which have been necessary for executing national civil rights programs. Nixon openly opposed school integration. Still, he implemented the laws and more school desegregation took place during his administration than in any other. President Carter appointed more Blacks and women as judges than ever before in American history, and began a policy of international human rights. The Reagan administration, in sharp contrast, opposed achool integration and tried to grant tax exemption to segregating academies. It is not yet clear whether these actions represent a temporary or permanent movement within the national stitude toward civil these actions represent a temporary or permanent movement within the national attitude toward civil

ED 264 341

UD 024 610

Desegregation/Integration and the Media: Fallo from the Brown Decision in West Virginia.

Pub Date—84
Note—9p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
Pub Type— Specches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/P001 Plus Postage.
Descriptors—Blacks, Civil Rights, Higher Education, Racial Attitudes, \*Racial Blass, Racial Integration, "Racial Relations, "School Desceression"

gration, \*Racial Relations, \*School Desegregation
Identifiers—\*Brown v Board of Education, \*West

This paper provides an anecdotal account of racial elations and integration efforts in West Virginia

before and after the Brown decision, from the per-spective of the publisher of the "Charleston Ga-zette," The struggle for racial equality in West Virginia has been filled with contradictions. The Virginia has been filled with contradictions. The first legal action taken in West Virginia against a board of education occurred in 1926 to permit Blacks to use the facilities of Charleston's public library. Blacks began attending West Virginia University extension classes in the mid-1920s, and graduate and professional schools of the university were opened in 1938 following a Supreme Court decision. For a decade prior to the Brown case, conferences sponsored by the State Department of Education were integrated in all activities, and in some counties Black and White teachers' meetings were integrated, as were some county secondary principators. integrated, as were some county secondary princi-pals' meetings. Immediately following the Brown decision, all curricula and facilities at State colleges decision, all curricula and facilities at State colleges were opened without racial restriction. In the first year after Brown, all White State schools except one year after Brown, all White State schools except one enrolled a few Blacks and the State's two Black achools enrolled Whites. Integration did not occur as quickly in the State as it should have, it is said, but the West Virginia record compares favorably with what happened elsewhere. While school integration continued many institutions and facilities such as restaurants and hotels remained segregated. Across the State, the media's reaction to the Brown decision was accepting. (KH) on was accepting. (KH)

UD 024 611

Higginbotham, A. Leon
The Roots of Separate and Unequal: The Virginia
and West Virginia Heritage-17th to 20th Cen-Pub Date

Note—19p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Insti-tute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606. Pub Type— Speeches/Meeting Papers (150)— Opinion Papers (120)— Historical Materials

Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Civil Rights, Desegregation Litigation, Educational Opportunities, "Racial Bias, "Racial Relations, School Desegregation, "Slavery, "United States History Identifiers—Brown v Board of Education, West Virginia, White Supremacy

Analyses of the Brown decision often overstate its importance. For centuries before it was handed down, white Americans regarded blacks as inferior. During the time of slavery, white men (including those of apparent stature, such as Jefferson and Lincoln) felt that for some reason society could do to black people that which it could not do to any other major group. This cruel rationale lay behind the exalted Emancipation Proclamation (which, contrary to popular belief, permitted slavery to continue in some regions in West Virginia), and was furthered by the "separate but equal" doctrine of Plessy v. Ferguson. Historically, white Americans have valued advanced learning, and yet they once made it a crime for a black person to read and write. Racial integration, as promoted by the Brown decision, cannot be a panaces for America's problems. Integration must be accompanied by respect for pluralism, for ethnic and racial diversity, and for the de-escalation of hatted and racial polarization. Above all, integrated education must be quality education. It must be adequately funded and must lead to real jobs. (KH)

ED 264 343

ED 264 343 UD 024 612 Clark, Kenneth

Educational Trends and U.S. Commitments Since the Brown Decision.

Pub Date—84
Note—12p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1944). For proceedings, see UD 024 606. Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Pus Postage.
Descriptors—Civil Rights, Desegregation Effects, Desegregation Litigation, "Educational Quality, Elementary Secondary Education, "Racial Attitudes, "Racial Integration, "Racial Relations, "School Desegregation, School Segregation Identifiers—Brown v Board of Education The Supreme Court's landmark Brown decision Changed the total pattern of race relations in the United States and helped to solidify the foundations of American democracy for the benefit of all American democracy for the benefit of all American

cans. Ironically, although the specific issue which cans. Ironicary, attnough the specific issue which resulted in the Brown decision was concerned with the constitutionality of racially segregated public schools, the beneficial consequences have been more pervasive and pronounced in aspects of society other than the field of public education. The effects of the Brown decision on education form an inconsistent pattern: segregated schools continue to exist, and seem to be proliferating, especially in the North; a biracial system of higher education persists in the South; and the most racially desegregated area of higher education is varsity athletics. It is area of migner education is variety attincted. It is clear that the pattern of resistance to any genuine compliance with the Brown decision is pervasive and formidable. As a whole, educators have de-faulted in helping society to understand that the defense and maintenance of a segregated educadefense and maintenance of a segregated educational system is not only inimical to the imperatives of a functioning democracy, but also makes it difficult to attain the important goals of education. Racially imbalanced schools do not prepare children to cope effectively in a contemporary and future world. The Brown decision should be required reading in the training of all teachers. (KH)

UD 024 613 ED 264 344 Gee, G. Gordon
The Impact of the Brown Decision on Higher
Education.
Pub Date—84

Pub Date—84
Note—13p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606. Pub Type— Speeches/Meeting Papers (150)—Opinion Papers (120)—Reports - Descriptive

(141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affirmative Action, \*College Desegregation, Higher Education, \*Racial Integration, School Desegregation Identifiers—Civil Rights Act 1964 Title VI, \*West Visicial Integration.

Identifiers—Civil Rights Act 1964 Title VI, "West Virginia University This paper, by the president of West Virginia University (WVU), discusses the impact of the Brown decision on that institution and on higher education in general. Following the Gaines decision of 1938, WVU adopted a policy of admitting Black students to its graduate and professional schools because advanced educational programs were not available at the then strictly black West Virginia State College or Bluefield State. In 1954, after some initial hesitation, WVU followed the State attorney general's advice that the Brown decision applied to State tion, wwo routowed the State actorney general's ac-vice that the Brown decision applied to State institutions of higher learning. WVU integrated promptly thereafter, without the incident or public furor that occurred in other southern schools. As a land grant institution, WVU receives significant Federal funding and is therefore subject to Title VI non-discrimination requirements. Efforts to im-prove minority recruitment and retention include establishing a minority scholarship fund, outreach visits to potential applicants, and support activities on campus Finally, WVU has made efforts to re-cruit and retain minority faculty and staff. (KH)

UD 024 614 ED 264 345 Reddick, Lawrence D. Windom and Courage Can Often Prevent Horrible

Pub Date—84

Pub Date—84
Note—12p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1944). For proceedings, see UD 024 606. Pub Type— Speeches/Meeting Papers (150)—Opinion Papers (120)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—\*Black Colleges, Black Education, \*College Descregation, Curriculum Development, \*Desegregation Effects, Higher Education, Racial Balance, \*Racial Integration, Racial Relations

Identifiers-Lincoln University MO, \*West Vir-

Identifiers—Lincoln University MO, \*West Virginia State College
Changes undergone by two formerly all-black colleges since the Brown decision are described in this anecdotal conference paper. Lincoln University (Jefferson City, Mo), once an outstanding liberal arts institution, has been transformed into a school that is now predominantly white and serves students who wish to qualify for jobs in fields such anursing, food preparation, data processing, and merchandising. These changes have produced racial tension and great disastisfaction to Blacks who remember Lincoln's former status. Next, similar ef-

fects of integration at West Virginia State College are detailed. West Virginia State has also become largely concentrated on vocational training. The end of liberal arts as central curriculum is a great end of noeral arts as central curriculum is a great loss for the Black students, community, and alumni, and indicative of a lack of concern for the futures of Black citizens. The Brown decision is to blame for these changes: although it represented a stride toward equality, the way this ruling was imple-mented was quite different from the intent of the

ED 264 346 Wallace, Willia UD 024 615 m J.

The Impact of Brown v. The Board of Education of Topeka, Kansas, on West Virginia State College.

Pub Date—84
Note—20p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Black Colleges, \*Desegregation Effects, Enrollment, Higher Education, \*Racial Integration, Racial Relations, \*Pseeding Papers (120)

Descriptors—Racial Relations, \*Pseeding (120)

Descriptors—\*Racial Relations, \*Pseeding (120)

Papers (120)

Page (

tegration, Racial Relations, "School Desigregation Identifiers—"West Virginia State College This paper, by the former president of West Virginia State College (WVSC), responds to criticisms that racial integration following the Brown decision has had a negative impact on the quality of the achool. Statistics are presented to show that West Virginia State's enrollments were declining seriously at the time of the Brown decision, and that they improved drawingly affectively. y improved drastically afterwards. Brown aged WVSC from an institution that appealed to changed WVSC from an institution that appealed to the national community to one that now served principally the local community and from a college having an all-resident student body to one having a large number of (mostly white) part-time students. Next, the decline in black enrollment since Brown is acknowledged, and some tensions between black and white students are described. However, the ma-icrity of large members of the faculty and staff have jority of black members of the faculty and staff have found they could continue to function within the new environment. Some of the plans made by school officials to prepare for the predicted influx of white students after Brown are discussed anecdotally. The paper concludes by asserting the school's commitment to racial equality and togetherness, yet holds out the hope that the WVSC's origins as a black college will not become invisible. (KH)

UD 024 616 ED 264 347 Coleman, James S. Education in the Post-Brown Era.

Pub Date—34
Note—16p.; In: Brown v. Board of Education of Topeks: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606. Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Historical Materials

Opinion Papers (120) — Instoncia Materias (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Education, "Civil Rights, "Desergegation Effects, Federal Government, "Government Role, Political Attitudes, "Politics of Education, "Racial Relations, "School Desegregation, United States History Identifiers—Brown v Board of Education
The Brown decision of 1954 occurred when Blacks, who were migrating into the North in large numbers, became a highly visible political minority. Widespread interest in school integration on the part of the dominant majority stemmed more from a concern about societal integration than about the welfare of disadvantaged children. The Brown decision began as a demand by the politically dominant North that the South end its legal segregation by race in education. Over time, however, the civil rights movement pressured government into taking rights movement pressured government into taking action against northern segregation as well. The pat-tern of "scceptable" school desegregation was even-tually determined by a series of court decisions in local cases, and the executive branch of the Federal government also began to play a visible role following passage of the 1964 Civil Rights Act and the 1965 Elementary and Secondary Education Act. ing passage or the 1964 Civil Rights Act and the 1965 Elementary and Secondary Education Act. During the Nixon Administration, despite the president's opposition to integration, the desegregation movement became more unified, and in 1970 the largest amount of school desegregation ever to take place occurred in the Southeast. This massive desegregation happened smoothly, in a non-confronta-tional mode. Perhaps if the methods used to enforce the Brown decision had been different, the history of school desegregation would have been less con-flict-ridden. (KH)

ED 264 348

UD 024 617

efore and After Brown: Education Context of Change. Pub Date

Note—17p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginis, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606. Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Historical Materials

Opini (060)

Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC01 Ples Postage.

Descriptors—"Black Education, "Black History, Civil Rights, Curriculum, Desgregation Effects, "Equal Education, "Politics of Education, "Racial Blas, "Racial Relations, "United States History This paper discusses the educational experiences of blacks before and after the Brown decision of 1954. During slavery religious organizations, sympathetic whites, and blacks themselves led the effort toward literacy for slaves. Following the Civil War, blacks initially made great strides in establishing educational opportunities. By 1877, white supremacy was renewed, along with the promise to provide "separate but equal" school facilities. New constitutional interpretations and statutory laws institutionalized segregation and discrimination. For the next 100 years, the primary responsibility for black education fell again into the hands of individuals and private societies. Most black colleges founded during this time offered education in the liberal arts, and the striking successes of these schools led many to struggle to maintain them after the Brown decision. Some of the effects of this decision on curriculum, enrollment, and educational policy are described. Improving the educational situation for blacks has been a struggle with positive changes clouded by negative setbacks. (KH)

ED 264 349

UD 024 618

Willie, Charles V. The Brown Decision and the Civil Rights Move-ment: An Historical Perspective.

ment: As Historical Perspectave.

Pub Date—34

Note—92; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Historical Materials

(060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Black Influences, \*Civil Rights, Desegregation Effects, Desegregation Litigation, Politics of Education, Racial Integration, \*Racial Relations, \*School Desegregation, \*United States

Politics of Education, Racial Integration, "Racial Relations, "School Desegregation, "United States History Identifiers—"Brown v Board of Education
This paper presents a broad discussion of the historical, political, and philosophical aspects of school integration as embodied in the Brown decision of 1954. Segregated education is damaging to both whites and blacks. Thus, the Brown decision was beneficial for the majority group as well as for minorities. Historically, in fact, free public education in the South only came about because of the work of interracial State legislatures during Reconstruction, again demonstrating mutual benefits for blacks as well as whites. The Brown decision marked the culmination of the legal phase of the civil rights movement, but three additional phases-demonstration, legislation and implementation—have been necessary. The history of Brown and the civil rights movement indicates that: (1) the dominant people of power often lack the wisdom to know how and when to yield that which is not theirs to keep; (2) oppressed people seldom gain their freedom until they decide to cease cooperating in their own oppression; and (3) one negative adaptation until the group responsible for initiating the negative spiral of activity makes a positive statement. (KH)

ED 264 350

UD 024 619

ED 264 350 Kelly, James, Jr. From Here-Where?

ote—13p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Insti-

UD 024 619

tute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606. List of references are missing. Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120). EDRS Price - MF61/PC01 Phas Postage. Descriptors—"Civil Rights, "Desegregation Litigation, "Justice, Political Attitudes, Racial Discrimination, "Racial Relations, "School Resegregation, "Social Change Identifiers—Brown v Board of Education This paper discusses generally the impact of the Brown decision of 1954 on education. It presents five major "lessons" suggested by the history of school desegregation: (1) the attack on bigotry and injustice must be fought on all fronts—with votes, political interest groups, multicultural education, economic planning, and political consolidation. Litigation will not by itself solve problems with deep roots in social and economic conditions. (2) Liberty and equality are not polar opposites: equal opportunity must be seen as a goal necessary to all. (3) At present, in some ways, society is more segregated than ever; people have found ways to resegregated than ever; people have found ways to resegregate, not on specific racial grounds, but with results that are just as destructive to fairness and justice. (4) The costs of social change are charged always to those who are least able to afford the strain. Desegregated schools are no solution as long as society's politics, housing, incomes class structures and churches are segregated. (5) The nostalgia and resentment that follow radical social change generate the pernicious myth that there is a great, good place in the past that society must return to because it has gone too far. The inertia and resistance to the impact of Brown, on the part of active opponents as well as those who yearned for more comfortable times, was underestimated. The Brown case illustrates a first principle: equality is a good thing that needs no defense. (KH)

ED 264 351 UD 024 622

ED 264 351

Doyle, Denti P. Hartle, Terry W.

Excellence in Education, The States Take Charge.

American Enterprise Institute Studies in Education Policy.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Report No.—ISBN-0-8447-3580-9

Pub Date—85

Note—85

Note—85

Note—88p. Available from—American Enterprise Institute, 1150 17th STreet, Washington, DC 20036 (\$4.95

1150 17th STreet, Washington, DC 20036 (\$4.95 prepaid).

Pub Type— Reports - General (140) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Equity (Finance), Educational Finance, \*Educational Improvement, \*Educational Pinance, \*Educational Quality, \*Elementary Secondary Education, \*Federal State Relationship, Finance Reform, State Action, \*State Government, \*State School District Relationship.

Relationship, Finance Reform, State Action, \*State Government, \*State School District Relationship
This book presents a brief description and analysis of the activity of State governments in making educational policy during the past two years. The following three trends are cited as important in the States' increased role: (1) increased State spending on education relative to Federal and local spending (2) court ordered school finance reform which has led to equalization of spending between districts; and (3) State legislative interest due to the increased spending and a realization of the importance of education to economic growth and social progress. Following an introduction, section two of the book reviews the context for State reforms and discusses the improved professionalism of State governments, the States' interest in educational quality, and the growing perception that high quality education is necessary to ensure economic competitiveness. The third section briefly reviews the States' recent efforts to improve the quality of education, describing the range of new initiatives and summarizing several leading examples of major reforms. The topics covered include teachers, the academic experience, financial support, education organization and structure, and Federal initiatives. The fourth section examines a series of long- and short-range concerns that will have a major impact on the ultimate success or failure of the State efforts to improve the schools, and a final section provides some concluding observations. (CG)

ED 264 352 Piety-Jacobs, Sharon R. UD 024 624

Case Stadies of Successful Assistance in Urban School Improvement Programs. I. The Teacher Growth Program.
Pub Date—Apr 85
Note—16p.; Paper presented at the Conference of the American Educational Research Association (Chicago, IL, April 1985). For related document, see UD 024 625.

the American Educational Research Association (Chicago, IL, April 1985). For related document, see UD 024 625.
Pub Type—Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/P01 Plss Postage.
Descriptora—"Change Agents, "Educational Change, Elementary Education, "Inservice Teacher Education, "Instructional Improvement, Teacher Human Education, "Teacher Improvement, Teacher Workshops, "Urban School Identifiers—New York (Staten Island), "Teacher Growth Program NY As part of a research project on "Patterns of Successful Assistance in Urban School Programs," this paper presents a case study of an assister's work in a Teacher Growth Program (TOP) at an elementary school in Staten Island, New York. The school has an experienced teaching staff, a supportive principal, a cross-sectional student population which includes upper class, poor, and various ethnic groups. Due to changes in the student population over the years, the teachers face many instructional challenges in their large classes, and the administration and staff agreed to participate in TGP. The program sime to improve schools by helping strong teachers become stronger. Each program center, based at a school, has an assister who organizes and delivers four types of services based on teacher requests: (1) resource materials for curriculum and teaching; (2) individual professional development projects; (3) lunchtime staff development workshops; and (4) after school courses for credit or non-credit. The study found that the assister was well received by the workshops and meetings. The new materials were found to have spurred the initiation of new projects including a writing program, library renewal, learning centers, and a computer lab. The students were found to have spurred the initiation of new projects including a writing program, library renewal, learning centers, and a computer lab. The students were found to have spurred the initiation of new projects including a writing program, iibrary renewal, learning centers, and a computer lab.

ED 264 353 Mitchell, Vernay UD 024 625

Mitchell, Vernay
Case Studies of Successful Assistance in Urban
School Improvement Programs, II. Constituency-Based School Renewal Programs,
Pub Date—Apr 85
Note—17p.; Paper presented at the Conference of
the American Educational Research Association
(Chicago, II., April 1985). For related document,
see UD 024 624.
Pub Tyres, Reports, Descripting (141) — Reports

(Chicago, II., April 1985). For related document, see UD 024 624.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF91/PC91 Plus Postage.

Descriptora—"Change Agents, "Educational Environment, "Educational Improvement, Elementary Education, Participative Decision Making, "Program Development, Program Implementation, School Involvement, "Urban School Identifiers—"Constituency Based School Renewal Program, New York (Brooklyn)

As part of a research project on "Patterns of Successful Assistance in Urban School Improvement Programs," this paper presents a case study of an assister's work in the Constituency-Based School Renewal Program (CSR), implemented in an elementary school in Brooklyn, New York. CSR is a program aiming to institute a process by which a school will improve itself. The program lends resources and personnel support until the school is able to independently continue the improvement process. The school under study is located in a poor working-class neighborhood, with a student body that is 95% black and 5% Hispanic. It had lost ground in climate and achievement under a former principal, and the renewal program was then instituted. The paper describes the chronology of the assister's techniques for mobilizing the implementation of the CSR program in the school. His activities included forming a planning team and training them to work effectively with the whole school, helping the planning team to write a comprehensive improvement plan; and helping them to implement the plan. He remained available to act as a trouble shooter as problems arose. The results of this implementation of the CSR program included an improved school climate as a result of closer

relationships between teachers, parents and support staff; the use of new products for curricular im-provement; and an increase in student achievement.

ED 264 354 UD 024 626 Goodwin, A. Lin Lieberman, Ann
Effective Assister Behavior: What They Brought
and What They Learned.

and What They Learned.
Pub Date—Apr 85
Note—17p.; Paper presented at the Conference of
the American Educational Research Association cago, IL, April 1985).

(Chicago, IL, April 1985).
Pub Type—Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - Mr01/PC01 Plus Pustage.
Descriptors—\*Change Agents, \*Educational Change, \*Educational Improvement, Elementary Secondary Education, Job Skills, \*Urban Schools Identifiers—New York (Brooklyn)
This paper presents the findings of a study on the training and characteristics that make for effective assistance personnel involved in implementing

training and characteristics that make not elective assistance personnel involved in implementing school improvement programs. The purpose of the study was to identify the entry skills and characteristics of assistance personnel, how and what they learn during their involvement in achool improvement, the specific skills and strategies they use in their work, and what outcomes they help to achieve. The three improvement programs studied were a constituency-based renewal program, an effective achools program, and a teacher growth program. From each program five to six assisters were chosen who had been identified as highly successful. The research consisted of a series of interview guides, which were given to the assisters, the program managers and seachers principals and negrees. The seachers were chosen processed to the seachers principals and negrees and seachers. istics of assistance personnel, how and what they which were given to the assisters, the program man-agers, and teachers, principals, and parents. The pa-per describes assisters' educational and job experience backgrounds upon entry into the various programs and describes their teaching, curriculum/-content knowledge, academic, administrative/orga-nizational, and interpersonal skills. It was found that while the assisters had, in general, impressive entry characteristics, much learning was acquired on the job from their new roles in implementing improve-ment programs. The assisters felt that they received ment programs. The assisters felt that they received extensive support from peers, program managers, key school personnel, program trainers, and their own families and friends. The study indicates that while many of the skills necessary for successful assistance work can be generalized, many offiers are particular to an individual program and school and will be acquired on the job. (CG)

IID 024 631

Hendricks, Leo E

An Analysis of Two Select Populations of Black Unmarried Adolescent Fathers, Volume I, Final

Report.

Howard Univ., Washington, D.C. Mental Health
Research and Development Center.

Spons Agency—Children's Bureau (DHHS/OHS),
Washington, DC.; National Inst. of Mental
Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Pub Date—Apr 81 Grant—1-R01-2555-07; 90CW637-01 -137p.; For related documents, see UD 024 632-633.

Available from-Mental Health Research and De Available from-Mental resistin Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 (33.00). Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MP01 Plus Postage, PC Not Available.

able from EDRS. Descriptors—Adolescents, "Blacks, "Early Parent-hood, Family Relationship, "Fathers, Outreach Programs, Parent Counseling, Parenting Skills,

Programs, Parent Counseling, Parenting Skills, Sexuality Identifiers—Illinois (Chicago), Oklahoma (Tuisa) This document is the final report for a study of Black, unmarried adolescent fathers designed to identify and describe quantitatively the difficulties they faced and their problem solving methods. The data were secured through a nonprobability sample of 20 Black, unwed adolescent fathers in Tulsa, Oklahoma, and 27 in Chicago, Illinois. Data were collected in personal interviews with the use of an interview schedule which is included at the end of the report. The major problems faced by the study population were found to relate to financial responsibility, parenting skills, completing their education, and getting along with the unwed mother and her parents. The young fathers most often sought help

from their families with these problems, especially from their mothers. Based on the findings in the report, it is recommended that more parenting agenreport, it is recommended that more patenting agen-cies for adolescents provide services for young, un-married fathers. Also this group needs assertive outreach programs which should extend to their male friends and to the families of the young par-

ED 264 356 UD 024 632

Hendricks, Leo E.

Hendricks, Leo E.
A Comparative Analysis of Three Select Populations of Black Unmarried Adelescent Fathers.
Volume II. Final Report.
Howard Univ., Washington, D.C. Mental Health Research and Development Center.
Spons Agency—Children's Bureau (DHHS/OHS), Washington, D.C.; National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
Pub Date—Aug 82
Grant—1-R01-2555-07; 90CW637-01
Note—2060s. For related documents, see UD 024

Note—206p.; For related documents, see UD 024 631 and UD 024 633.

Available from Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness velopment Center, institute for Urban Attairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 (\$3.00). Pub Type—Reports - Research (143) — Tests/ Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. Descriptors—Adolescents, \*Blacks, \*Early Parent-hood, Family Relationship, \*Fathers, Outreach Programs, Parenting Skills, \*Sexuality

Identifiers-Illinois (Chicago), Ohio (Columbus), Oklahoma (Tulsa)

Oklahoma (Tulsa)

This document is the final report of a study of Black, unmarried adolescent fathers designed to identify and describe quantitatively the difficulties they faced and their problem solving methods. The data were secured through a nonprobability sample of 20 Black, unwed fathers in Tulsa, Oklahoma, 27 fathers in Chicago, Illinois, and 48 fathers and 50 non-fathers in Columbus, Ohio. The major problems non-fathers in Columbus, Ohio. The major problems faced by the study population were found to relate to financial responsibility, parenting skills, completing their education, and getting along with the unwed mother and her parents. The young fathers most often sought help from their families with these problems, especially from their mothers. Based on the findings in the report, it is recomnded that more parenting agencies for adolescents provide services for young, unmarried fathers. These males need assertive outreach programs, which should also extend to their male friends and to the families of the young parents. (CG)

UD 024 633 ED 264 357

ED 264 357

Hendricks, Leo E
Ummarried Black Adolescent Fathers and Their
Controls: The Washington, D.C. Sample.
Howard Univ., Washington, D.C. Mental Health
Research and Development Center.
Spons Agency—Children's Bureau (DHHS/OHS),
Washington, D.C.; National Inst. of Mental
Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
Pub Date—83
Grant—1-R01-2555-07; 90CW637-01
Note—140b.: For related documents, see UD 024

-140p.; For related documents, see UD 024

631-632. Available from—Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 (33.00). Pub Type—Reports - Research (143) — Tests/Questionnaires (160) EDRS Price - MP61 Plus Postage. PC Not Available from UIDS.

able from EDRS.

Descriptors—Adolescents, \*Blacks, \*Early Parenthood, \*Family Relationship, \*Fathers, Outreach Programs, Parenting Skills, \*Sexuality Identifiers—District of Columbia

This document is the final report of a study of Black, unmarried adolescent fathers and matched counterparts designed to identify and describe quantitatively the difficulties they faced and their methods for solving the problems. The data were secured through a nonprobability sample of 38 fathers and 35 non-fathers in Washington, D.C. Data were collected in personal interviews with the use of an interview schedule which is included at the end of the report. It was found that differences between of the report. It was found that differences between fathers and controls were minimal, and were only infrequently statistically significant. The ones that

were significant suggested that unmarried Black adolescent fathers were more likely to be more trusting, to drop out of school, to be employed, and not
to be church goers. The major problems faced by
young fathers in this study were getting a job, parenting skills, and financial responsibility. The young
fathers most often sought help from their families,
especially their mothers. Based upon the findings in
the report, it was recommended that more parenting
agencies for adolescents provide services for young,
unmarried fathers. This group needs massive outreach in order to get involved, and an agency's outreach program should extend to the fathers' male
friends and families. (CO)

ED 264 358 Minority Admir'strators in Com-Health Centers. UD 024 634

Health Centers.

Howard Univ., Washington, D.C. Mental Health Research and Development Center.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Pub Date—82
Grant—IR01-MH-25551-05
Note—97p.

Available from—Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 (\$3.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—"Administrator Characteristics, "Administrator Role, Administrators, "Community Services, "Mental Health Programs, "Minority Groups, Social Services

Groups, Social Services
The purpose of this study was to provide an overview of the problems confronting minority administrators of mental health agencies. Twenty-five minority directors of Community Mental Health Centers were given questionnaires asking for information about their backgrounds and the design, structure, and operation of their respective mental health centers. The major findings concerning the administrators were that the group was 88% male, 50% held masters degrees, and more that 37% had social work backgrounds. Concerning the agencies, it was found that most of them had a flexible service philosophy, that their future orientations were characterized by stress and scarce resources, and that he adequacy of the agencies was affected by lack of funding and the need for management and staff development. The directors were found to value the need for sensitivity to socio-cultural and political velopment. The directors were found to value the need for sensitivity to socio-cultural and political awareness among their treatment personnel. The centers were found to need special personnel, politi-cal support, adequate public transportation, and bi-lingual programs. The major community priority seen was a need for services for children and adolesseen was a need for services for culturer and adoles-cents and community outreach programs. The re-sources needed by the agencies included staff development and technical assistance in the areas of finance, research, and grantsmanship. The study in-cludes recommendations addressing the problems experienced by these agencies. The study question-naire is appended. (CG)

UD 024 635 ED 264 359

Gary, Lawrence E. And Others
Pathways: A Study of Black Informal Support

Networks.

Howard Univ., Washington, D.C. Mental Health
Research and Development Center.

Spons Agency—National Inst. of Mental Health
(DHHS), Rockville, MD. Center for Minority
Group Mental Health Program.

Pub Date—84

Grant—5-R01-MH-32495-02

Note—358

Grant—5-R01-MH-32495-02
Note—235p.
Note—235p.
Available from—Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 (\$3.00).
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Avallable from EDRS.
Descriptors—\*Black Community, Black Family, \*Blacks. Depression (Psychology), Emotional Problems, Family Problems, Financial Problems, \*Mental Health, Mental Health Programs, \*Social Support Groups cial Support Groups Identifiers—Virginia (Richmond) This study was undertaken to develop a compre-

hensive data base regarding the use of informal so-cial support networks as avenues of help-seeking among Blacks for the solving of mental health re-lated problems. The study population consisted of 451 noninstitutionalized Black adults from Richlated problems. The study population consisted of 451 noninstitutionalized Black adults from Richmond, Virginia, nearly two-thirds of whom were women. The respondents were interviewed with a structured interview schedule which is included at the end of the report. The incidence of mental health related problems, the number of stressful life circumstances, the number of recent problems, and the number of depressive symptoms experienced eigenstances, the number of recent problems, and the number of depressive symptoms experienced are detailed in the report. The most frequently experienced problems related to finances and family. The most recent problems related to life transitions. Female, divorced/separated, young, and less religious respondents experienced more stressful life circumstances. Other factors found to correspond with more problems were not being active community participants and having low incomes. Female friends, male friends, and sisters were named as those most often turned to for support, with a same sex preference indicated. For the most part, respondents turned to informal sources of support during financial crises and to formal services during health related crises. Overall, respondents were not knowledgeable about various mental health facilities in their community and only 4.6% indicated that they had used such a facility at least once in the past year. The study results have direct implications for enhancing the helping capacity of informal social support networks. (CG)

ED 264 360 LID 024 636

Gary, Lawrence E. And Others
Stable Black Families, Final Report,
Howard Univ., Washington, D.C. Mental Health
Research and Development Center.

Pub Date-Dec 83

Pub Date—Dec 83
Note—109p.
Available from—Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 (\$3.00).
Pub Type—Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Black Family, Blacks, Church Programs, Depression (Psychology), "Family Life, Family Programs, "Family Structure, Marital Satisfaction, One Parent Family, Religion, Self Help Programs, "Social Support Groups, Socioeconomic Status
Identifiers—District of Columbia
This document is the final report of a study con-

Identifiers—District of Columbia

This document is the final report of a study conducted to determine what factors contribute to strong Black family life and how these strong families noive problems, in order to add to the knowledge base on stable families ao as to enhance practical intervention with families in need, and to identify models of self-help strategies used by stable families. The study group consisted of 26 husband-wife families and 24 female-headed families in the Washington, D.C. area. Individual interviews were conducted to determine the families' socio-demographic characteristics, neighboring and organismographic characteristics. the Washington, D.C. area. Individual interviews were conducted to determine the families' socio-demographic characteristics, neighboring and organizational participation, daily routines, skills, problems, and coping strategies, as well as religiosity, depression, and family environment. It was found that the sample group was above the median compared to other Black and White families in income, education, and employment. They were found to be resourceful and unlikely to seek outside help to solve problems. The problems most frequently experienced by the group pertained to finance, marriage, and children. The most often cited problem with children was depression. Job dissatisfaction was reported more than any other concern. All respondents, especially single women, were very religious, and most displayed no symptoms of depression. Some suggestions drawn from this study for helping other Black families with their problems are: (1) churches should develop family programs; (2) programs should stress prevention themes; (3) churches could use stable family members as family aides; (4) the incidence of depression in Black children should be further studied; and (5) self-help materials and activities should be emphasized. Eighteen tables are included in the text. (CG)

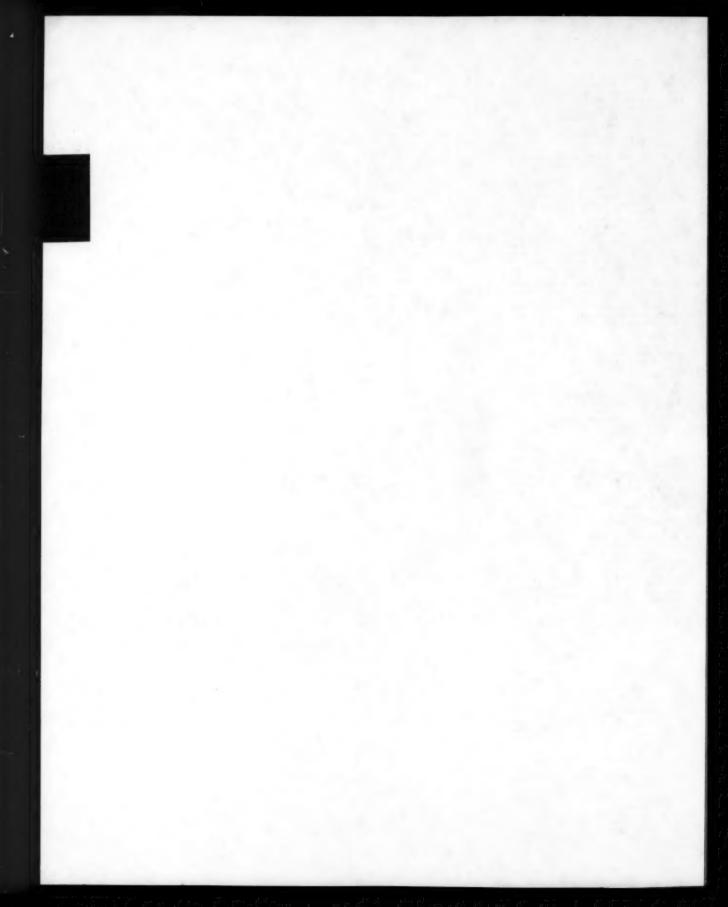
UD 024 669

Lefkowitz, Bernard
Renegotiating Society's Contract with the Publi
Schools: The National Commission on Secondar
Education for Hispanics and the National Boar

of Inquiry into Schools. Carnegie Corp. of New York, N.Y. Pub Date—85 Pub Date—35 Note—13p. Journal Cit—Carnegie Quaraterly; v29 n4 v30 n1 p1-11 Fall-Win 1984-85 pl-11 Fall-Win 1984-85
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Pescriptors—Black Students, Disadvantaged

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, Disadvantaged
Youth, "Dropouts, "Educational Change, Educational Quality, Elementary Secondary Education,
"Equal Education, High Risk Students, High
Schools, "Hispanic Americans, "Minority Group
Children, Parent School Relationship, Public Education, School Community Relationship, Student Needs, Urban Education
dentifiers—Barriers to Excellence, "Excellence in
Education, Making Something Happen, Our Children at Risk
The Hispanic Policy, Development Besiever

Identiners—Barriers to Excellence, "Excellence in Education, Making Something Happen, Our Children at Risk
The Hispanic Policy Development Project (HPDP) and the National Calition for Advocates for Students (NCAS) launched separate inquiries into how American public education could be improved without excluding poor, minority, female, and handicapped youngaters. HPDP reported on the performance of Hispanic students in inner-city high schools in "Make Something Happen: Hispanics and Urban School Reform," while NCAS investigated the circumstances of all disadvantaged public school students in its report, "Barriers to Excellence: Our Children at Risk." Both reports claim that the dropout rates and low achievement levels of a staggering number of minority and poor children not only subvert the nation's deepest values of fairness, they threaten its economic social fabric. One general conclusion is drawn by both reports: there are two systems of public education in the United States, one rich with resources and talent that serves middle-class and affluent Whites, the other, a "pauper's system" that seems headed for a decline. Many analysts quoted in the reports believe that school reform, to benefit poor and minority children, must redefine the scale and scope of the problem, including a redefination of what constitutes a high-risk student. Above all, they say, students must be given the feeling that adults care about them, and are interested in their progress. In general, the reports emphasize, stronger links must be constructed between teachers, parents, communities, and businesses, and all must actively cooperate, for without reform, schools will continue to perpetuate the inequalities in the larger society. (KH) reform, schools will continue to perpetuate the in-equalities in the larger society. (KH)



Accession Number

## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors and the Identifier Authority List, are in word-by-word alphabetical order.

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Descriptor M	icrocomputers
	Public Education and Electronic Technologie
	ED 226 725
Identifier N	ational Assessment of Educational Progre
THE SAME OF THE SA	
	Reading, Science, and Mathematics Trends. Closer Look.
	ED 227 159
Ability Grouping	ED 263 492
Effects of Inter-Class Ability Grouping on Achievement and Self-Esteem.	Fundamental and Regular Elementary Schools: Do Differences Exist?
ED 263 492 Wisconsin Center for Education Research News.	ED 264 031 Investigations in Science Education. Volume 11,
Summer 1984.	Number 4.
ED 264 174	A Longitudinal Study of the Effects of Reten-
Ability Identification Gifted and Talented Education.	tion/Promotion on Academic Achievement.
ED 263 624	ED 263 667 Making Desegregation Work: How Schools Cre-
Providing for the Intellectually Gifted. ED 263 622	ate Social Climates.
Ability Parameters	Mandatory Kindergarten: Will it Make a Differ-
Tools of Robustness for Item Response Theory.	ence in Kentucky?
ED 264 269	Paired Courses: One Method for Enhancing Aca-
Abortions	demic Success.
Euthanssia, Selective Abortion and Educability: A Survey of the Literature and the TASH Mem-	Relaxation and Educational Outcomes: A
bership. ED 263 704	Meta-Analysis.
Abstract Reasoning	ED 263 501 School Effects. Occasional Paper No. 77.
Implications of Neuropsychological Research for	ED 264 212
School Psychology.	Some Relationships between Appalachian Lan- guage and Culture and High School Drop-Out
Reflective Judgment Theory and Research: In-	Rates as Found in Two West Virginia Counties.
sights into the Process of Knowing in the College Years.	ED 263 743 Student Achievement and the Personal Charac-
ED 263 821	teristics, Instructional Behaviors and Professional Beliefs of Elementary School Teachers.
Abstracts Resources in Education (RIE). Volume 21, Num-	ED 263 993
ber 4.	Student Achievement, 1984-1985. ED 264 286
ED 263 298	Success in College: The Role of Personal Qualities
Academic Achievement An Assessment of the Saginaw Successful Schools	and Academic Ability.
Project: A Look at the Data.	TV Viewing Habits, Family Rules, and Reading
ED 264 285 Butterfly Catastrophe Model of Motivation in Or-	Grades of Gifted and Nongifted Middle School Students.
ganizations: Evaluation of an Introductory Psy-	ED 264 050
chology Course.	What Works. Research about Teaching and
A Comparison of Classroom Acceptance, Visibil-	Learning. ED 263 299
A Comparison of Classroom Acceptance, Visibil- ity, and Achievement between Siblings in Ele- mentary School.	Wisconsin Center for Education Research News. Summer 1984.
ED 263 477	ED 264 174
Computer Research Confounding. ED 263 876	Academic Advising
Cross-Sex Comparisons: A Word of Caution. ED 264 308	Academic Advising as a Form of Teaching Pro- ceedings of the National Conference on Aca-
Effectiveness of Computer-Based Education in Colleges.	demic Advising (8th, Philadelphia, Pennsylvania, October 14-17, 1984).
Colleges.	ED 262 917

ED 263 890

Academic Aspiration

Educational and Occupational Aspirations and

Effects of Inter-Class Ability Grouping on

Achievement and Self-Esteem.

ress . A Accession Number Early Attainment of Black Males and Females. ED 263 818 Academic Computing
A Plan for Student Access to Instructional Com-ED 263 800 Academic Education Learning Process and Vocational Experience At-ED 263 331 Speech in the Core: The Basic Course in General Education at the Small College. Academic Freedom
Library Censorship. ERIC Digest No. 23. ED 264 165 Academic Libraries
The Gifts and Exchange Function in ARL Libraries. Spec Kit 117. An Integrated Library System: Preliminary Con-ED 263 925 Minimum Library Use Skills: Standards, Test, and Bibliography. ED 263 926 Academic Persistence Statistical Comparison of Gender Differences and Stopouts/Dropouts in the Two-Year Colleges. ED 263 950 Two- and Four-Year College Student Attrition Research to the 1980's: A Review. ED 264 300 Academic Rank (Professional) The Education Professoriate: A Review of the Literature. Academic Standards cademic Standards

Joint Statement on Standards of Satisfactory Academic Progress to Maintain Financial Aid Eligibility [and] Academic Integrity and Athletic Eligiblity. Self-Regulation Initiatives: Guidelines for Colleges and Universities, Nos. 5 and 6.

Joint Statement on Transfer and Award of Academic Credit. Self-Regulation Initiatives: Guidelines for Colleges and Universities, No. 4.

An Open Letter to America on Schools, Students, and Tomorrow.

Processes for Implementing the New Admissions

ED 263 817

ED 263 797

ED 263 795

Requirements in Community Colleges.

ED 263 969 Public Response to Proposals for Raising Academic Standards in Secondary Schools. Research Series No. 163.

ED 264 238
Re-Thinking Board of Governors' Polices Con-cerning Remediation in Community Colleges.

Academically Gifted
Gifted and Talented Education.

ED 263 624 Inservice and Preservice Teachers' Attitudes Toward the Academically Brilliant. ED 264 211

Providing for the Intellectually Gifted. ED 263 622

Access to Education
Adult Education and Training in Western Euro-ED 263 405 Black Perspectives on FE Provision. A Summary Document. Further Education Unit.

Closing the Door: The Puture of Minorities in Two-Year Institutions.

Computer Equity. Reports to Decision Makers, Number 5.

ED 263 910 Looking toward Financial Aid's Future.

ED 263 843 Migrant Counselor's Guide.

ED 264 079 More Good Ideas. Responses to Changing Educa-tional Needs by State Colleges and Universities, 1983.

ED 263 848 Overcoming Barriers to Workers' Education. Topic Paper No. 2.

ED 263 400 Public High Schools: Private Admissions. A Report on New York City Practices.

Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education. 1983 Amendments.

ED 263 807

Accessibility (for Disabled)
Handicapped Services. Final Report.

ED 263 350

Accountability
Annotated Bibliography on School Finance: Policy and Political Issues; Federal Government;
State Issues; Non-Public Schools; Accountability.

ED 263 692 Contemporary Issues in Higher Education. Self-Regulation and the Ethical Roles of the

ED 263 799// Pell Grant Validation Imposes Some Costs and Does Not Greatly Reduce Award Errors: New Strategies Are Needed. Report to the Honorable Paul Simon, United States Senate. ED 263 860

Accounting
Financial Accounting for New Jersey School Districts, 1984. The Audit Program. Draft.

ED 264 304 Math on the Job. Accounting Clerk/Bookkeep ED 263 424

Accreditation (Institutions)
1985 Parents' Guide to Accredited Camps. Ninth
Annual Edition.

ED 264 061

Accrediting Agencies
Industrial Organizational Psychology: Today's
Critical Issues. ED 263 467

Acculturation
Marital Relationships of Interethnically and Intraethnically Married Mexican American
Women: A Developmental Perspective.

ED 263 480 Meeting Friends and Bumming Cigarettes: Training Teachers to Teach Social Language. ED 263 775

Modern Samoan Mobility and Urban Adaptatio ED 264 333 Preparing Refugee Youth for American Secondary School: The PASS Program.

ED 263 774 Refugee Materials Center Supplemental Bibliog-raphy. Curricular and Supplementary Materials to Assist in the Education and Resettlement of Refu-gees and Immigrants. New Material and Non-Southeast Asian Materials.

Achievement Gains Cloze Residual Gain: A Procedure for Measuring Information Gain in ESL Reading Comprehen-

ED 263 780 **Achievement Tests** 

Student Achievement, 1984-1985.

ED 264 286 1984 College Board Tests. [Maine] State Test Summary Report. ED 264 248

1984 Wisconsin Pupil Assessment Program Report. Bulletin No. 5252. ED 264 245

Acoustic Phonetics Work Papers of the Summer Institute of Linguis-tics, University of North Dakota Session, (Grand Forks, North Dakota 1985). Volume 29.

ED 263 742

ED 264 169

PD 264 320

Acquired Immune Deficiency Syndrome Recommended Guidelines for Dealing with AIDS in the Schools. and NEA Communications News. Statement regarding NEA Guidelines. ED 263 739

ACT Theory
Skill Acquisition: Compilation of Weak-Method
Problem Solutions.

ACTFL ETS Proficiency Guidelines
Foreign Language Oral Proficiency Testing: An
Organizing Principle for Instruction.

ED 263 787 Active Teaching Behaviors
Research Intervention Case Study. Reno, Nevada: Spring 1984.

Adaptive Testing
The Computerized Adaptive Testing System Development Project.

ED 264 274 Computerized Testing in the German Federal Armed Forces (FAF): Empirical Approaches. ED 264 276 Design of a Microcomputer-Based Adaptive Test-

ED 264 277 Item Calibrations for Computerized Adaptive Testing (CAT) Experimental Item Pools.

ED 264 275 Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, Minnesota, July 27-30, 1982).

ED 264 260 Robustness of Adaptive Testing to Multidimen-

Addition The Effects of Computer-Assisted Instruction on Student Achievement in Addition and Subtrac-tion at First Grade Level.

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## **Publication Type Index**

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CS209416	ED263594	EA018094	ED263689	FL015404	ED263782	IR011859	ED263875
CS209417	BD263595	EA018095	ED263690	FL015405	ED263783	IR011860	ED263876
CS209418	ED263596//	EA018099	ED263691	FL015406	ED263784	IR011861	ED263877
CS209419	ED263597//	EA018118	ED263692	FL015407	ED263785	IR011863	ED263878
CS209422	ED263598//	EA018234	ED263693	FL015411	ED263786	IR011864	ED263879
CS209423	ED263599//	EA018264	ED263694	FL015412	ED263787	IR011865	ED263880
CS209424	ED263600	*******	EDICOCA	FL015414	ED263788	IR011867	ED263881
CS209426	ED263601			FL015415	ED263789	IR011868	ED263882
CS209429	ED263602	EC180962	ED263695	FL015416	ED263790	IR011869	ED263883
CS209430	ED263603	EC180963	ED263696	FL015417	ED263791	IR011870	ED263884
CS209431	ED263604	EC180964	ED263697	FL015418	ED263791	IR011871	ED263885
CS209434	ED263605	EC180965	ED263698			IR011872	ED263886
CS209439	ED263606	EC180966	ED263699	FL015419	ED263793	IR011873	ED263887
CS209440	ED263607	EC180967	ED263700	FL015420	ED263794	IR011874	ED263888
C\$209441	ED263608	EC180968	ED263701			IR011875	ED263889
CS209444	ED263609	EC180969	ED263702	HE018827	ED263795	IR011876	ED263890
CS209445	ED263610	EC180970	ED263703	HE018828	ED263796	IR011877	ED263891
CS209446	ED263611	EC180971	ED263704	HE018829	ED263797	IR011878	ED263892
C\$209450	ED263612	EC180972	ED263705	HE018830	ED263798	IR011879	ED263892 ED263893
CS209450 CS209451	ED263613//	EC180974	ED263706	HE018837	ED263799//	IR011880	
CS209452	ED263614//	EC180976	ED263707	HE018842	ED2638900		ED263894
CS209456	ED263615//	EC180978	ED263708	HE018843	ED263801	IR011881 IR011882	ED263895
CS209456 CS209457	ED263616//	EC190070	ED263709	HE018844			ED263896
CS20945#	ED263617	EC180980	ED263710	HE018845	ED263802	IR011883	ED263897
C\$209450	ED263618	EC180980 EC180980 EC180981 EC180982 EC180983 EC180984 EC180985 EC180986	ED263711	HE018843	ED263803	IR011884	ED263898
CS209459 CS209460 CS209461	ED263619	EC180082	ED263711 ED263712	HE018846	ED263804	IR011885	ED263899
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CS209468	ED263625	EC18098/	ED263717	HE018852	ED263810	IR011893	ED263905
CS209468 CS209472	ED263626	EC180988	ED263718	HE018853	ED263811	IR011895	ED263906
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C2303000	LD203028	EC180991	ED263721	HE018856	ED263814	IR011898	ED263909

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IR011943	ED263913	PS015471	ED264006	SE046259	ED264099	SP026734	RD264192
IR051333	ED263914	PS015474	ED264007	SE046260	ED264100	SP026736	PD264102
				3E040200	ED204100	3FU20/30	BD204193
IR051336	ED263915	PS015476	ED264008	SE046261	ED264101	SP026748	ED264194
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	ED203917			3E040203	ED204103	3FU20730	ED264196 ED264197
IR051340	ED263918	PS015483	ED264011	SE046264	ED264104	SP026758	ED264197
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		T0015464	ED204012	SE040203	ED204103	SFU20703	ED204198
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IR051351	ED263922	PS015489	ED264015	SE046268	ED264109	CD026769	ED264201
				SE046268	ED264108	SP026768	ED264201
IR051352	ED263923	PS015494	ED264016	SE046269	ED264109	SP026770	ED264202
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	PD262026			GE046270	EDAGGILLO	OD0040772	DD204203
IR051354	ED263925	PS015496	ED264018	SE046271	ED264111	SP026773	ED264204
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IR051356	ED263927	PS015498	ED264020	SE046273	ED264113	SP026775	ED264206
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		PS015499	ED264021	SE046274	ED264114	SP026798	ED264207
		PS015500	ED264022	SE046275	ED264115	SP026819	ED264208
JC850363	ED263928	PS015501	ED264023	PR046276	ED264116	0D026820	ED264200
JC850530	ED263929			SE046276	ED264116	SP026820	ED264209
	ED203727	PS015503	ED264024	SE046277	ED264117	SP026822	ED264210
JC850555	ED263930	PS015505	ED264025	SE046279	BD264118	SP026823	ED264211
JC850565	ED263931			SE040213	ED204110	CD026823	ED204211
JC850568	ED263932	PS015506	ED264026	SE046281	ED264119	SP026833	ED264212
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JC850578	ED263935	PS015511	ED264029	SE046284	ED264122	SP026849	ED264215
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JC850583	ED263937						
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JC850584	ED263938	PS015515	ED264033	SE046288	ED264126	SP026908	ED264219
JC850586	ED263939	PS015517	ED264034			SP026913	ED264220
JC850587	ED263940			SE046289	ED264127	SF020913	
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JC850588	ED263941	PS015520	ED264036	SE046291	ED264129	SP026923	ED264222
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JC850597	ED263947//	PS015543				SP026939	
JC850598	ED263948		ED264042	SE046299	ED264135	3PU20939	ED264228
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JC850599	ED263949	PS015546	ED264044	SE046302	ED264137	SP026942	ED264230
JC850600	ED263950					OD000042	
JC850601	EDAGGOGG	PS015547	ED264045	SE046303	ED264138	SP026943	ED264231
	ED263951	PS015548	ED264046	SE046304	ED264139	SP026984	ED264232
JC850603	ED263952	PS015549	ED264047	SE046305		SP026987	ED264233
JC850604	ED263953				ED264140	07020707	
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JC850605	ED263954	PS015551	ED264049	SE046311	ED264142	SP027040	ED264235
JC850606	ED263955					SP027059	ET3264226
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JC860001	ED263956			SE046314	ED264144	SP027060	ED264237
JC860002	ED263957					SP027122	ED264238
JC860003	ED263958	RC015480	ED264051	SE046316	ED264145	CD007122	ED204230
		EC013480	ED204031			SP027132	ED264239
JC860004	ED263959	RC015495	ED264052			SP027133	ED264240
JC860006	ED263960	RC015518	ED264053	SO016849	ED264146	SP027207	ED264241
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JC860008	ED263962	RC015520	ED264055	SO016855	ED264148		
JC860009	ED263963	RC015523	ED264056	SO016878	ED264140	TM850245	ED264242
		B.0013323	ED204030		ED204149	TM850246	ED264243
JC860012	ED263964	RC015530	ED204037	SO016881	ED264147 ED264148 ED264149 ED264150		
JC860013	ED263965	RC015535	ED264058	SO016882	ED264151	TM850345	ED264244
JC860014	ED263966	RC015536	ED264056 ED264057 ED264058 ED264059 ED264060 ED264061	SO016889	ED264152	TM850433	ED264245
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JC860015	ED263967	RC015537	ED264060	SO016890	ED264153	TM850437	ED264246
JC860016	ED263968	RC015538	ED264061	SO016891	ED264154	TM850448	ED264247
JC860017		RC015539	ED264061		EDZOTIST	TM850470	ED264248
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JC860018	ED263970	RC015540	ED264063	SO016894	ED264156	TM850483	ED264249
JC860023	ED263971	RC015542	ED264064	SO016895	ED264157	TM850493	ED264250
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PS015344	ED263975	RC015548	ED264068 ED264069 ED264070	SO016946	ED264162 ED264163	TM850621	ED264256
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PS015406	ED263979					TM950744	
		RC015552	ED264074	SO016950	ED264167	TM850744	ED264260
PS015407	ED263980	RC015553	ED264075	SO016951	ET3264160	TM850745	ED264261
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PS015440 PS015441 PS015442	ED263990			SP026558	ED264176	TM850757	ED264271
DE015440	ED263990	OTO COLOR	PD0/1001	SF020338	ED/2041/0	IM030/3/	
P3015441	ED263991	SE046191	ED264084	SP026573	ED264177	TM850758	ED264272
PS015442		SE046212	ED264085	SP026575	ED264178	TM850759	ED264273
PS015451	ED263992	OLIV TUALA	ED264086	ED024478	ED364170		
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TM850771	ED264284
TM850772	ED264285
TM850773	ED264286
TM850774	ED264287
TM850776	ED264288
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TM860017	ED264306
TM860018	ED264307
TM860019	ED264308
TM860020	ED264309
TM860021	ED264310
TM860022	ED264311
TM860023	ED264312

# THESAURUS ADDITIONS AND **CHANGES**

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the Thesaurus of ERIC Descriptors.

ADAPTIVE TESTING Feb. 1984
SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items
UF Flexilevel Testing
Response Contingent Testing
Stradaptive Testing
Tailored Testing

Aerobic Dance USE AEROBICS: DANCE

AEROBICS

N Method of achieving physical conditioning and fitness by stimulating heart (pulse rate) and lung (oxygen intake) activity through successively longer periods of vigorous exercise, thereby gradually expanding the capacity of the cardiovascular and respiratory

AIR TRAFFIC CONTROL

Jan. 1985
SN Scheduling and monitoring the flow of air traffic at airports, during approaches, and en

ALTERNATIVE ENERGY SOURCES Oct. 1984
SN Sources of energy other than conventional
fossil fuels (petroleum, coal, natural gas) or
nuclear fission/fusion (note: see also related
Identifiers such as "Renewable Resources"
and "Synthetic Fuels")

SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagoy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness

UF Androgogy

AQUATIC SPORTS UF Water Sports

Jan. 1985

Arithmetic Tests
USE ARITHMETIC; MATHEMATICS TESTS

BADMINTON

Discipline dealing with the moral and social implications of practices and developments in the biological sciences and medicine

(note: do not confuse with the Identifiers "Lawn Bowling" and "Cricket (Sport)")
Tenpins UF Tenpins

BRAINSTORMING Dec. 1985
Activity or technique to encourage the creative generation of ideas—usually a group process, in which group members contribute suggestions in a spontaneous, moncritical

BRITISH INFANT SCHOOLS

Dec. 1985

SN Lower-division schools of the British primary system for children 5 to 7 or 8, often associated with an informal, open approach to teaching and student-selected learning activities (note: coordinate non-U.S., including British, applications with geographic Identifiers)

UF Infant Schools (British Primary System)

Infant Schools (British Primary System)

Budget Cuts USE BUDGETING; RETRENCHMENT

Church State Separation USE STATE CHURCH SEPARATION

CLIENT CHARACTERISTICS (HUMAN

SERVICES

N Distinguishing traits or qualities of persons who engage the assistance of human service workers (counselors, psychologists, physicians, nurses, social workers, etc.)

UF Client Background (Human Services)

COGNITIVE PSYCHOLOGY

SN Branch of psychology concerned with the nature and structure of complex "knowledge processes" (e.g., recognizing, conceiving, judging, and reasoning) and their effects on, or interactions with, behavior—particularly identified with "information processing" models of human cognition, usually simulated on computers

PARABLE WORTH

Principle of equal pay for work of comparable value, i.e., equal pay for jobs that may have different duties but that require similar levels of skill, effort, and responsibility under similar working conditions—frequently advocated to redress sex-based pay inequities, i.e., between comparable female-and male-dominated jobs (some analyses consider race/ethnicity among job types as well)

Computer Programs (Del Jun84) USE COMPUTER SOFTWARE

MPUTER SOFTWARE

Jun. 1984

Logical sequences of instructions used to direct the actions of a computer system, and accompanying documentation (note: corresponds to Pubtype code 101 and should not be used except as the subject of a document—this restriction was not carried prior to Jun84 under the former term "Computer Programs"—if appropriate, use the more specific term "Courseware"). Computer Program Documentation Software (Computers) COMPUTER SOFTWARE

Computerized Adaptive Testing
USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer
Adaptive Testing" as USE Reference)

Computerized Tailored Testing USE ADAPTIVE TESTING; COMPUTER AS-SISTED TESTING (Replaces "Computer Tailored Testing" as USE Reference)

Conference Skills (Communication)
USE COMMUNICATION SKILLS

Philosophy or disposition that generally sup-ports the preservation or reinstatement of traditional values and statuses in social or political affairs

COURSEWARE

N Computer software and accompanying documentation written for instructional applications (note: prior to Jua84, this concept was indexed by "Computer Programs," postings of which have since been merged to "Computer Software")

UF Instructional Software

A ANALYSIS

Jul. 1966
(Scope Note Changed) Preparation of factual information items for dissemination or further treatment (includes compiling, verifying, ordering, classifying, and interpreting)

DATA INTERPRETATION Jan
SN Explanation of the meaning, implicate
limitations of factual information

DISLOCATED WORKERS

SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased competition, automation, or market fluctuations

UF Disemployment
Displaced Workers

NG Jan. 1945
Plunging into water in a prescribed manner (note: do not confuse with "Underwater Diving")
Platform Diving
Springboard Diving
Tower Diving

DOCUMENTATION

Jul. 1966
SN (Scope Note Changed) Techniques used to collect, process, organize, store, and retrieve documents (note: use "Computer Software" for computer program documentation)

Drawing (Computerized)
USE COMPUTER GRAPHICS

Drawing (Freehand)
USE FREEHAND DRAWING

EARLY RETIREMENT

SN Withdrawal from one's occupation or career
at an earlier age or time than is mandatory
or customary

EDUCATIONAL ASSESSMENT Jan. 1974
SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally)
for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational
Diagnosis" or "Testing")

ENDANGERED SPECIES Oct. 1984 SN Plants or animals in danger of extinction

ENERGY EDUCATION

("Energy Education (Conservation)" deleted as USE Reference)

Reference)
Learning/teaching activities, often interdisciplinary in nature, that focus on such topics as energy resources, conversions, conservation, forms, uses, and issues—includes both general and technical educational programs

ENERGY MANAGEMENT

SN Planning, operating, and maintaining facilities and equipment for maximum energy efficiency—includes conserving energy and procuring more economical fuels

ENGLISH FOR ACADEMIC
PURPOSES

N English for non-English speakers who require specialized skills in the language in order to pursue studies at the college or college-preparatory level

ENGLISH FOR SCIENCE AND TECHNOLOGY

Dec. 1985

Specialized English for non-English speakers who are studying or working in scientific and technological fields

ESTUARIES

SN Mouths of rivers, and other semi-enclosed bodies of water, that are open to the sea and within which fresh and salt water are mixed by runoff and tides

Difficulties associated with the methodology, interpretation, or use of appraisals of persons, organizations, or things (note: do not confuse with "Testing Problems" and "Research Problems") **EVALUATION PROBLEMS** 

EYE CONTACT CUNTACT Apr. 1985 Direct eye-to-eye contact between indi-viduals

FAMILY HISTORY History that identifies or traces the struc-ture, size, membership, customs, ethnicity, migration, socioeconomic status, biological characteristics, or lineal descent of a family

FAMILY VIOLENCE Oct. 1984 SN Injurious or abusive physical force among members of a family or household
UF Domestic Violence (Family)

FENCING (SPORT) UF Epec Fencing Jun. 1984

Fulfulde USE FULANI

History or account of lineal descent from an

ancestor or ancestors Ancestral Lineage Family Trees

GEOTHERMAL ENERGY Oct. 1984 Power derived from the earth's heat

GESTALT THERAPY JAIN. I HERAPY
Form of psychotherapy focusing on the totality of the individual's current functioning
and relationships rather than on past experiences or developmental history—individual
or group techniques are designed to elicit
spontaneous feelings and self-awareness

Progressive decrease in responsiveness to re-petitive stimuli (note: for drug habituation, use "Drug Abuse" or "Drug Addiction")

Apr. 1985
Singles or doubles game played by striking a small rubber ball against a wall or walls with the hands (note: do not confuse with "Team Handball")

HANDICAP DISCRIMINATION Jun. 1984 SN Restriction of denial of rights, privileges, and choice because of physical, mental, or

HAZARDOUS MATERIALS Oct. 1984 SN Ignitable, corrosive, infectious, reactive, or toxic materials that pose a present or poten-tial threat to living things UF Dangerous Materials

Hazardous Wastes
USE HAZARDOUS MATERIALS; WASTES

HELPING RELATIONSHIP (Scope Note Changed) Relationship charac-terized by the provision of assistance—help-ing behavior may be one-sided or reciprocal

High Technology USE TECHNOLOGICAL ADVANCEMENT

Days set aside for commemorating historical, cultural, religious, or other special events—often marked by cessation of ordinary work or school activity (note: if appropriate, use the more specific term "Religious Holidays")

HOME HEALTH AIDES

May 1971

SN (Scope Note Added) Workers who, under professional supervision, provide routine health/personal care and housekeeping services in homes of disabled, ill, or elderly

HOMELESS PEOPLE Jan. 1986
SN Individuals or families without permanent
or fixed residences, typically living in abandoned buildings, public places, or the streets
and, at times, seeking temporary shelter
with public or private charities

Homelessness Street People

ICE HOCKEY Apr. 1985

Illegal Immigrants (Del Feb84)
USE UNDOCUMENTED IMMIGRANTS

Jan. 1985
Judgments or conclusions derived from premises or evidence (note: see also such Identifiers as "Causal Inferences," "Transitive Inferences," and "Social Inferences")

Inhalation Therapists (Del Jan85)
USE RESPIRATORY THERAPY: THERAPISTS

INSTRUCTIONAL MATERIAL

EVALUATION

SN Determining the efficacy, value, etc. of any type of instructional material with respect to stated objectives, standards, or criteria (note: use as a minor Descriptor for examples of this kind of evaluation—use as a major Descriptor only as the subject of a document)

Khmer (People) USE CAMBODIANS

ANGUAGE SKILL ATTRITION
Jan. 1985
N The loss of native or second language skills
due to discontinued use (note: do not confuse with "Language Handicape")
Language Attrition (Skills)
Language Loss (Skills)

Philosophy or disposition that seeks to use social and political institutions to foster human development and well-being—originally advocated freedom from government encroachment, but currently endorses government intervention when recesses to accurate ment intervention when necessary to ensure individual welfare

LIBRARY COLLECTION
DEVELOPMENT
SN Activities related to building, maintaining, evaluating, and expanding library collections—includes user needs assessment, budget management, selection policy formation, resource sharing, and weeding (note: prior to Apr85, the instruction "Collection Development (Libraries), use Library Acquisition" was carried in the Thesaurus)
UF Collection Development (Libraries)

LIBRARY STATISTICS

OGARITHMS Exponents that indicate the power to which base numbers are raised to produce given

MARITIME EDUCATION termine EDUCATION Peb. 1984. Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

MARXIAN ANALYSIS

Mar. 1984
Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)

MARXISM SN Post Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society
UF Dialectical Materialism

MATHEMATICS TESTS

Dec. 1985

Tests of ability, achievement, or aptitude in arithmetic or other aspects of mathematics

UF Number Skills Tests

N Modification of existing information and materials to meet alternative needs

UF Educational Media Adaptation
Instructional Material Adaptation
Material Adaptation

MINERALOGY Science dealing with minerals, including their distribution, identification, and prop-

Oct. 1984 Solid homogeneous chemical elements or compounds, usually with characteristic crystalline properties, that result from inorganic processes of nature

MONTE CARLO METHODS

Mar. 1984
SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

MONTESSORI METHOD Dec. 1985
SN Child-centered approach to teaching, developed by Maria Montessori and most often used in the early childhood years, that features a wide range of graded, self-motivational techniques and materials specially designed to provide sensorimotor pathways to higher learning

MULTITRAIT MULTIMETHOD TECHNIQUES

Apr. 1985
SN Experimental validation designs requiring the assessment of two or more traits, each by two or more methods
UF MTMM Methodology

NATURALISTIC OBSERVATION Oct. 1984 SN Observation of behaviors and events in nat-ural settings without experimental manipula-tion or other interference

VTENURED FACULTY Feb. 1994
Academic staff who have not received tenure (permanence of position) at their school
or institution—includes those awaiting
tenured appointments and those who are
ineligible for tenure
Nontenured Teachers
Untenured Faculty

ANUGRAPHY
(Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms OCEANOGRAPHY

Use of an interactive communications terminal to access and retrieve information stored in a communication for the communication of the ONLINE SEARCHING stored in a computer (note: prior to Apr85, this concept was indexed under "Online Systems" and "Information Retrieval") Interactive Searching (Online) Online Information Retrieval

OUTLINING (DISCOURSE) The sequential enumeration in condensed form of the main ideas and supporting details of written or spoken material

USE CHILD REARING

PARENTING SKILLS
Oct. 1984
Child rearing skills used by parents or other primary caregivers
UF
Parent Skills

PARTICIPANT OBSERVATION Oct. 1984 Observation in which the investigator par-ticipates in the situation being studied

PHENOMENOLOGY SN Study of Trion Study of reality in terms of individual per-ceptions or conscious experiences at any moment, without external interpretation and judgment

PHOTOJOURNALISM Dec. 1985
SN The art or profession of using still photography or other pictorial copy as the primary means of presenting information on current affairs

UF Pictorial Journalism

PLATE TECTONICS Branch of geophysics and seismology con-cerned with continental movements, based on the theory that the earth's surface is comprised of vast crustal blocks that float across the mantle, with seismic activity and volcanism occurring primarily along the periphery of these blocks

POLITICAL CAMPAIGNS

Dec. 1985

SN Competitive efforts to win support of the voting public for candidates or ballot propo-

UF Election Campaigns

POLITICAL CANDIDATES Dec. 1985 Persons seeking election or appointment to public office UF Political Nominees

PREPOSITIONS

Jan. 1985

PRESIDENTIAL CAMPAIGNS
(UNITED STATES)

Dec. 1985

N Competitive efforts of rival candidates for the Office of the President of the United

Presidential Candidates (United States)
USE POLITICAL CANDIDATES; PRESIDENTIAL CAMPAIGNS (UNITED STATES)

Presidential Debates (United States)
USE DEBATE; PRESIDENTIAL CAMPAIGNS
(UNITED STATES)

Presidential Elections (United States)
USE ELECTIONS; PRESIDENTIAL CAM-PAIGNS (UNITED STATES)

PROTOCOL ANALYSIS PROTOCOL ANALYSIS

SN Procedure for determining and examining sequences of activities (protocols) used to perform a task, in order to characterize the cognitive/psychological processes involved—protocols may list motor behaviors, eye movements, subjects' self-reports of their thoughts, etc.

UF Thinking Aloud Protocols

PSYCHIATRIC AIDES

Jan. 1969

SN (Scope Note Added) Persons who assist in the care and treatment of mentally ill patients in psychiatric facilities, working under the direction of nursing and medical staff

QUALITATIVE RESEARCH LITATIVE RESEARCH

Research providing detailed marrative descriptions and explanations of phenomena investigated, with lesser emphasis given to numerical quantifications—methods used to collect qualitative data include ethnographic practices such as observing and interviewing (note: use as a minor Descriptor for examples of this kind of research—use at a major Descriptor only as the subject of a document.

Quantitative Research (Statistics) USE STATISTICAL ANALYSIS

Quantitative Tests (Del Dec85) (Mathematics) USE MATHEMATICS TESTS

RACQUET SPORTS UF Racket Sports

RACQUETBALL

Jun. 1984 Jun. 1984

READER TEXT RELATIONSHIP Dec. 1985 The character or quality of the reader's in-volvement or connection with the material being read

READING WRITING RELATIONSHIP

SN The inherent interaction between the skills or processes of reading and writing

ATIONSHIP (Scope Note Changed) Type or mode of association between or among physical or conceptual entities, e.g., people, institutions, objects, ideas, processes (note: use a more specific term if possible—do not confuse with "Correlation"—prior to Mar80, the use of this term was not restricted by a Scope Note) RELATIONSHIP

RELIGIOUS HOLIDAYS UF Holy Days Oct. 1984

RESEARCH PAPERS (STUDENTS) Jan. 1985 SN Extended written exercises required of stu-dents, usually involving collection of prima-

ry or secondary data through research, and careful documentation and organization (note: do not confuse with "Theses" or "Practicum Papers")

Research Practice Relationship USE RESEARCH AND DEVELOPMENT; THE-ORY PRACTICE RELATIONSHIP

Diagnosis and treatment of cardiopulmonary deficiencies or abnormalities through the use of breathing methods and apparatus, and the administration of gases and aerosols Oxygen Inhalation Therapy RESPIRATORY THERAPY

RESUMES (PERSONAL)

Jan. 1985
SN Summaries of individual experience and qualifications, typically submitted as part of the job application process

UF Curriculum Vitae

RHETORICAL INVENTION Dec. 1985 Creativity or originality in speaking or writing—also, the process of choosing ideas appropriate to the subject, audience, and oc-casion for either oral or written presentation

Study, design, and use of robots, mechanical devices that can be programed to perform tasks of manipulation and locomotion under automatic control Industrial Robotics

ROLE OF EDUCATION Jan. 1985 SN Functions of education, real or expected, in regard to the individual and the society at large (note: use a more precise term if possi

Education Role (Former USE Reference "Educational Role" was deleted)

SAILING Jan. 1985

SCIENTIFIC AND TECHNICAL
INFORMATION

N The body of information resulting from the
study and technological application of natural scientific phenomena (note: use only
when such information is the subject—do
not use to classify items as scientific and/or technical)

technical)
Science Information
Scientific Information
Technical Information
Technological Information

ALL ENGINE MECHANICS Mar. 1984
Assembly, operation, and repair of reciprocating internal-combustion engines used on
lawnnowers, garden tractors, chain saws,
and other portable power equipment—small
engines are generally air-cooled and under
20 honesnower. SMALL ENGINE MECHANICS

THE TICAL INFERENCE Jan. 1986
The computation or prediction of statistics for a collection or whole (population) on the basis of a computer. STATISTICAL INFERENCE

STUDENT TEACHER ATTITUDES Jun. 1984 SN Attitudes of, not toward, student teachers

STUDENT TEACHER EVALUATION Dec. 1985 Judging performances of student teachers based on established criteria

Student Teacher Ratio (Del Dec84) USE TEACHER STUDENT RATIO

Student Teacher Relationship (Del Dec84)
USE TEACHER STUDENT RELATIONSHIP

GESTOPEDIA

Method of teaching, developed by Georgi
Lozanov, in which relaxed concentration is
combined with synchronized music and
rhythmic presentation to tap the unconscious reserves of the mind and thereby accelerate learning—originally applied in language courses, but since expanded to a variety of learning tasks
Lozanov Method

Jan. 1985

SURGICAL TECHNICIANS

SN (Scope Note Added) Technical assistants on
a surgical team who arrange supplies and
instruments in the operating room, maintain
antiseptic conditions, prepare patients for
surgery, and assist surgeons during the operation.

TABLE TENNIS UF Ping Pong

Apr. 1985 Dec. 1984

TEACHER STUDENT RATIO

TEACHER STUDENT
RELATIONSHIP
UF Student Teacher Interaction
Teacher Student Interaction Dec. 1984

M HANDBALL.

Team sport played on a rectangular floor (court) whose object is to dribble and pass an inflated ball with the hands so as to TEAM HANDBALL throw it into a netted, floor-level end goal

TEAM SPORTS

TERRORISM Oct 1984 Threat or use of violence against a popula-tion or government to achieve social or po-litical ends

THEMATIC APPROACH

SN (Scope Note Changed) Teaching approach
that organizes subject matter around unify-

THEORY PRACTICE RELATIONSHIP The association between knowledge/under-standing and action/application

Oct. 1984 SN Approximately 1-3 years of age

TRUST (PSYCHOLOGY) Dec. 1985 Assured reliance in the character, ability, strength, or truth of some person, group, institution, idea, or thing

UNDERWATER DIVING Jan. 1985 Deep Sea Diving Scuba Diving Skin Diving

UNDOCUMENTED IMMIGRANTS Feb. 1984
SN Persons residing in a foreign country without proper authorization, having entered
that country by unlawful means or having
violated the provisions of their visas

Alien Illegality Illegal Aliens **Immigrant Illegality** 

Undocumented Workers
USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS

VOCATIONAL ENGLISH (SECOND LANGUAGE)

SN Specialized English for non-English speakers
preparing for or working in skilled,
semiskilled, paraprofessional, or technical occupations

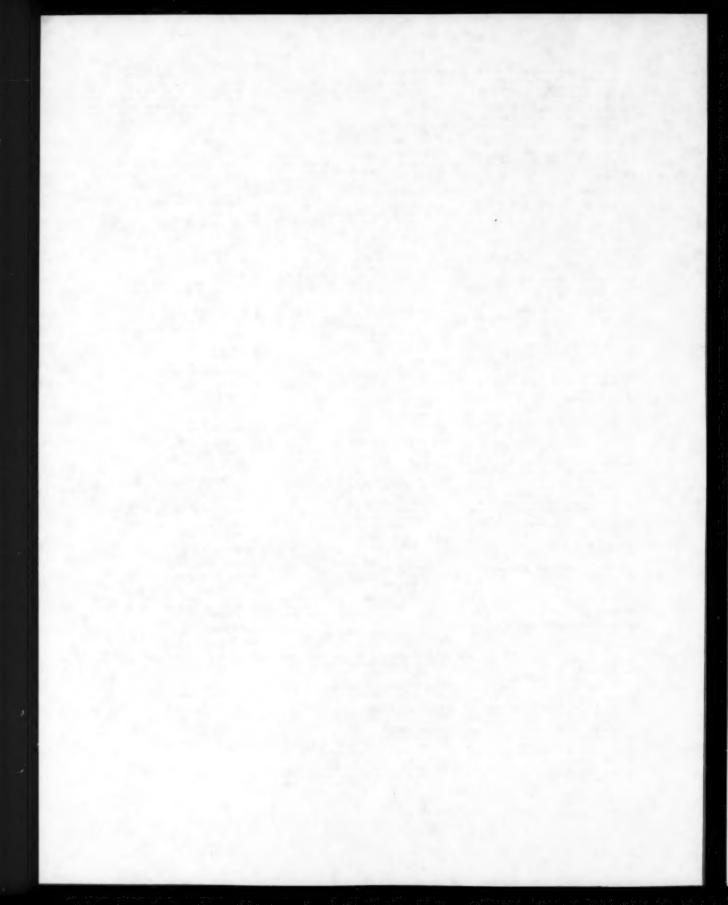
WATER POLO Jan. 1985

WORD PROBLEMS
(MATHEMATICS)

SN Mathematical problems expressed in narrative form—answered by conversion of the circumstances to equivalent computations or equations, which can be solved arithmetically, algebraically, or with symbolic logic

UF Story Problems (Mathematics)

SN Facilities specifically designed for develop-ing and improving writing/composition skills, ranging from areas within classrooms to separate, specially staffed centers UF Writing Centers





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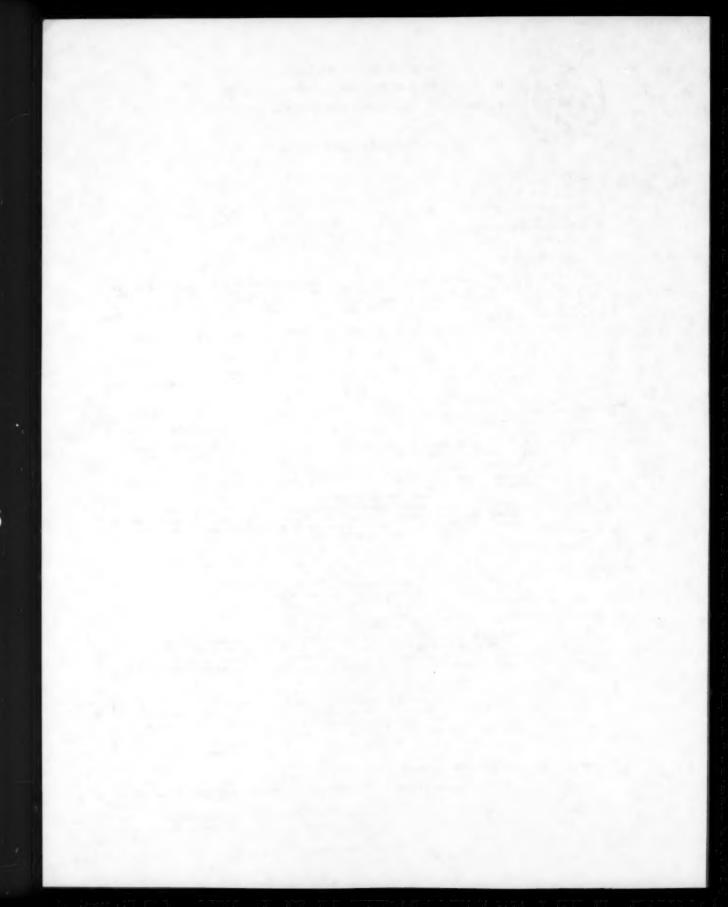
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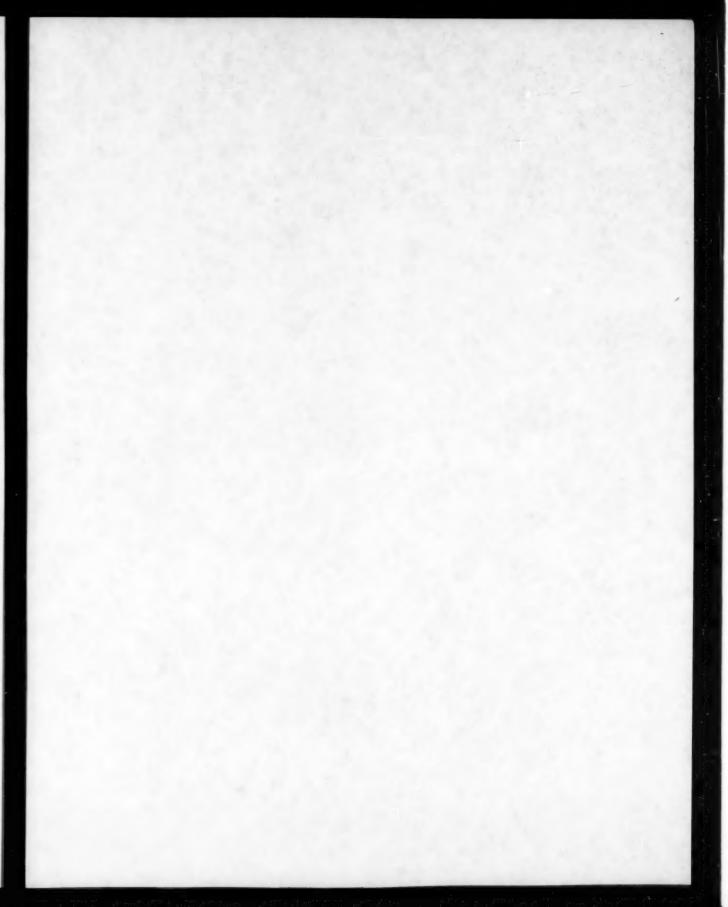
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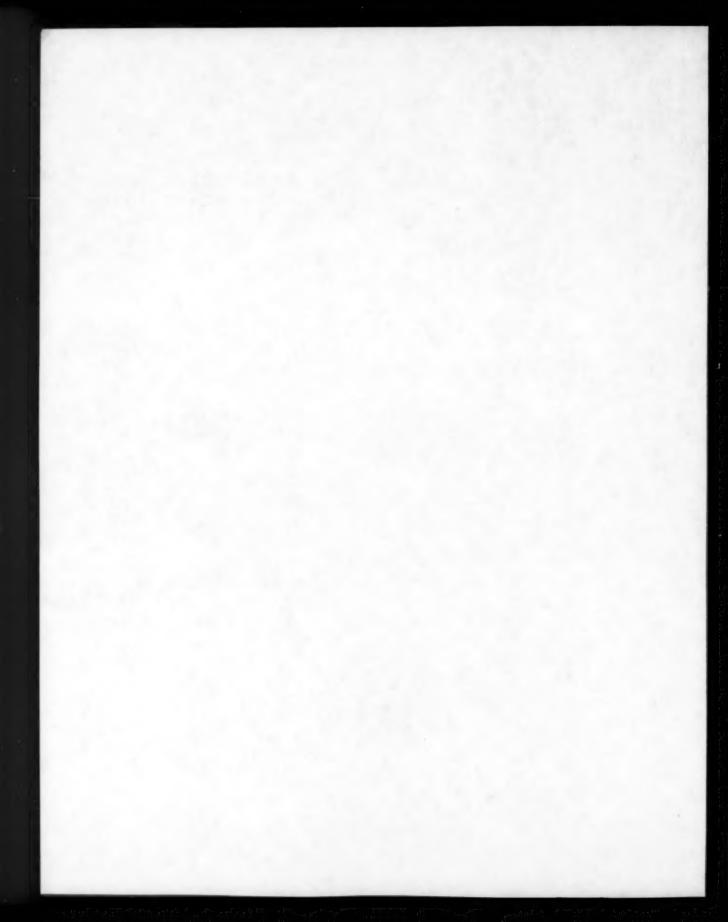
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